AGENDAS
SPECIAL EDUCATION
ADVISORY COMMITTEE
FEB. 19, 1999...

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING

February 19, 1999

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, T. DeRosa-Dickey, V. Kerr Jaskiewicz, B. Nabuurs, R. Peters, B. Pupols, B. Shepard, B. Shields, D. Stupple, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, February 24, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An Agenda is attached.

Yours truly,

M. Matier
Director of Education and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092

15 February 1999

Dear friends and SEAC members,

Once again I'm writing to you with concerns about the length of our meetings. I wanted to get this letter in your agenda package so that you'll have time to consider what I have to say before we meet on the 24th, and perhaps you'll be able to come to that meeting prepared to help it move along efficiently and (relatively) quickly, without sacrificing any of the exchanges or deliberations that are necessary to do our work.

One thing to remember is that some of our work can be done outside the meeting time. If there is a particular issue on the agenda which you know will affect one or more other SEAC or staff members, it makes sense to bring it up with those people ahead of time, discuss it, and be prepared to present or speak to the issue in a way that reflects the consideration already given to it. This would prevent or shorten discussions at the table among two or three people, which often develop and lengthen our meeting time significantly.

Another area where we can improve our efficiency is in the Special Education report. I suggest we permit Nancy (or whoever else might be presenting that report) to make a short, sharp report without interruptions, and only when she is finished should we ask questions. Members often ask about things which are clarified later in her report. If you're afraid of forgetting what you wanted to ask, jot down your question as it occurs to you and see if, at the conclusion of the report, it's still necessary.

Updates are still a part of the agenda which often runs too long. Association updates are meant to be brief reports on recent activities or announcements of upcoming ones, not introductions of new issues. If your work has brought to your attention issues you feel should come to SEAC, then please contact me to have them placed on the agenda for discussion. (Because of our timelines in preparing the agenda package, you would need to let me know of such issues two Fridays before the meeting date.) I believe that for a reasonable update no more than about three minutes is required, and I'll be watching to ensure that we try to adhere to this guideline. If other members have questions about something you have announced, they can speak to you after the meeting. If you do have a lengthy report to make, you can write it up and provide copies for members on either the side table or the table in the centre of the circle, then refer to it and perhaps mention the highlights when it is your turn to speak.

I still feel that a break mid-meeting is important to our relationships and our physical comfort, but we need to keep it to five minutes. That should be enough time for people to get a cup of coffee or drink of water, warn someone we have a question for them later, tell a joke, stretch our limbs - and then bring the coffee back into the meeting room and proceed. I'll be watching the time on this, too, and calling members back to business promptly.

Discussions of the issues are central to our work and must take place. I have no intention of saying members should speak only once to an issue (we don't have most of our work done for us ahead of time in other committees), but I do encourage you to be as succinct as possible, stick to your point, and keep in mind that all the time spent in making remarks pushes the conclusion of the meeting exactly that much later.

SEAC is an important committee, and we are doing a lot of hard work this year. This is a critical and demanding time, as we cope simultaneously with amalgamation issues and Ministry-mandated changes. There's much to be done and we need to do it right, but we also need to respect each other's time and energies and do our best to be as efficient and effective as possible.

I hope we can cooperate to conduct our business in such a way that we don't wear ourselves out by working long into the night!

Yours,

Beverly Shepard

Beverly Shepard

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA

SPECIAL EDUCATION ADVISORY COMMITTEE

February 24, 1999

Location: Board Room, Education Centre **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda
3. Approval of the minutes – January 27, 1999
4. Remarks - Chair

5. **Special Education Report**
   - (a) Summary Report: "Factors that Predicate Success for At-Risk Students" — M. Botting/ Psychological Services
   - (b) Update on Educational Assistant Allocation — N. Harper
   - (c) Over 21 Project — N. Harper
   - (d) Special Education Plan – some sections [small group discussions] — N. Harper

6. **Updates**
   - (a) Members
   - (b) Committees

—— FIVE-MINUTE B R E A K ——

7. **Business Arising from the Minutes**
   - (a) Presentation to the Board in the New Year — Members
   - (b) Covering Letter for SEAC Flyer — N. Harper
   - (c) Parents' Guide [see attached] — N. Harper

8. **New Business**
   - (a) Pathways Report — M. Botting
   - (b) March Meeting Date — B. Shepard
   - (c) "Storefront" for Resource Teachers — N. Harper

9. **Correspondence**
   - (a) Letter from the Ontario Association for Families of Children with Communication Disorders re membership at SEAC

10. **Distribution**
    - (a) Special Education Plan Sections
    - (b) Response re: "Tutors in the Classroom" Program
    - (c) Ministry Memorandum re "Portability"
    - (d) Article from Burlington Spectator

11. **Adjournment**

Future Meetings

Regular Board	Thursday, February 25, 1999	8:00 p.m.
Education Committee	Thursday, March 4, 1999	7:00 p.m.
Business Committee	Thursday, March 11, 1999	7:00 p.m.
Regular Board	Thursday, March 25, 1999	8:00 p.m.
Special Education Advisory Committee	Wednesday, March 31, 1999	7:15 p.m.

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

Chair of SEAC

Elected Officials of the Board
Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
DeRosa-Dickey, Teresa
B: 523-6760
Shackell, Catherine [Alternate]
B: 523-6760 H: 628-0623

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
B: 546-3866
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Naida
B: 385-5391 or 521-2100 Ext. 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B: 523-8600 Ext 2150
MacKinnon, Barbara [Alternate]
B: 523-8600 Ext 3609
H: 627-7775

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H: 387-4182
Jackson, Kathi [Alternate]
H: 304-7878

Ontario Psychological Association
[Vacant]

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
Superintendent of Instructional Services

Harper, Nancy
Special Education Co-ordinator

Hamilton-Wentworth Elementary Teachers' Local
Butterworth, Norma
c/o University Gardens Building

PC-21 Principals' Council
Dowling, Wilma
c/o Sherwood School

Hamilton-Wentworth Principals' Association
Moncur, Gary
c/o Memorial School (County)

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax – 521-2544

2/17/99

A REVIEW OF SPECIAL EDUCATION PROGRAMS:

Factors that Mediate Success for Exceptional and At-Risk Students

Joseph Trovato, Psychoeducational Consultant
Doreen Vella, Psychoeducational Consultant
Dr. Marie Bountrogianni, Chief Psychologist
Connie Kidd, Program Research Analyst
Karen Accardo, Administrative Staff

1997-1998 Research Team
Psychological Services
The Hamilton-Wentworth District School Board

TABLE OF CONTENTS

Report: (*yellow*)

Appendices: (*brown*)

ABSTRACT

A two-year study (1996-1997, 1997-1998) was undertaken by Psychological Services of the former Hamilton Board of Education, in collaboration with school and other Program staff to identify factors in Hamilton schools which are associated with improved outcomes for Exceptional and At-Risk students. These factors were related to the two broad areas of:

(1) individual student characteristics
(2) Special Education programming characteristics.

The individual student characteristics included:

- age and gender
- first language
- educational histories, and
- baseline intellectual and academic characteristics, as determined by psychoeducational assessment.

The programming characteristics included collaboration in:

- school organization and initiatives
- individual pupil plans (I.P.P.'s)

and socioeconomic status of community.

Student outcomes included:

- pre and post measures of academic achievement in Reading, Spelling, Arithmetic and Writing.
- parent and student perceptions of academic achievement.

Students were selected within six exceptionality groups and four placement groups, according to their status in June 1996 :

- Special Class to Regular Class (SCR)
- Regular Class (RC)
- Special Class (SC)
- At-Risk (AR)

Results indicated that once students are assessed and identified, the progress seen in the exceptional students seems to be primarily based upon a very high degree of collaboration in planning program and I.P.P.'s. The study suggests that the same is not true for AR students (students who were tested but who did not meet the Board's criteria for exceptionality). AR students did not generally benefit from the school factors addressed in this study because they would not have had any access to an I.P.P. and all the monitoring and evaluation associated with an I.P.P. process.

Other results indicated that parents and students have been satisfied with the Special Education delivery model provided by the former Hamilton Board of Education.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

RELEVANT BACKGROUND

The Hamilton-Wentworth District School Board is committed to providing a continuum of services for Exceptional students. In 1992 in the former city school board, a comprehensive survey of stakeholders recommended changes to the service delivery model. The ***Action Team Report***, passed by the Board, recommended that "the needs of all students including Exceptional students should be met wherever possible in their neighborhood school" and, that, "resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom".

In schools in the city of Hamilton, the latest research data (Writing Team, 1996) indicate that approximately 45% of students who are formally assessed and presented to an Identification, Placement and Review Committee are found to be Exceptional. Of those found to be exceptional, two thirds (66%) are placed into special class settings. When placed in these settings, data (Writing Team, 1991) also indicate that there is little movement and that very few go on to successfully reintegrate back into regular class programs.

During the 1995-1996 school year, in accordance with Ministry direction concerning integration, the proportion of students served in regular classes and special classes was compared. The data clearly indicated that a significantly greater proportion of Exceptional students was being served in special classes as compared to regular classes. In 1996-1997, through the Identification Placement and Review Committee process and with parental consent, the proportion of students placed in special needs classes was reduced and 612 students returned to their home schools from special classes. Existing Special Education staff were re-deployed to schools to provide support to these students in their home school classrooms and in Learning Centres.

It is the complex intellectual, behavioural, social, emotional and academic characteristics of students who have been identified with special (exceptional) needs and have been placed in environments to address these needs that often make the process of integration difficult. Little research has been undertaken to isolate specific variables that promote integration or, at least, increase the likelihood that children with exceptional needs will be successful in regular classes.

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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

This two year study (1996-97, 1997-98) was undertaken by Psychological Services of the Hamilton Board of Education, in collaboration with school and other Program staff, to identify factors in Hamilton schools which are associated with improved outcomes for exceptional and AR students. In reviewing the research on the topic of integration, several potential factors were identified that might promote the success of students with special needs. These factors were related to the two broad areas of:

- **individual student characteristics**
- **Special Education programming characteristics.**

The research suggests that the eventual learning outcomes for students receiving Special Education programming support are dependent on the interaction of these two broad areas.

The **individual student characteristics** being studied in relation to their impact on success include:

- age and gender
- first language
- educational histories, and
- baseline intellectual and academic characteristics as determined by a psychoeducational assessment.

The **programming characteristics** isolated as potential **factors** influencing student success include collaboration in:

- school organization and initiatives
- individual pupil plans (I.P.P.'s)

and socioeconomic status of the community.

For the purpose of investigating factors that mediate success for students with special needs, student **outcomes** include:

- pre and post measures of academic achievement in Reading, Spelling, Arithmetic and Writing
- parent and student perceptions of academic achievement.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

STUDENT SELECTION

At the beginning of the study, students were randomly selected within six exceptionality groups and four placement groups, according to their status in June of 1996.

Special Class to Regular Class (SCR): Exceptional students who moved from special class to regular class in the 1995-1996 school year

Regular Class (RC): Exceptional students in regular class

Special Class (SC): Exceptional students in special class

At-Risk (AR): students in regular class who were referred to, and assessed by, Psychological Services who did not meet criteria for being identified Exceptional.

This study investigated factors contributing to success of Exceptional and AR students, including the nature of the students' exceptionality and placement. It was of particular interest to track the success of the students moving en masse (1996-97) from special to regular classes (SCR). Thus, students from the SCR group were chosen randomly and students from other exceptionality and placement groups were matched to this group for age.

Due to the review process built into the identification process, changes are noted in student identification and placement. Hence, the distribution of students at the beginning and end of the study was as follows:

	Special Class (SC)		Regular Class (R)		Special to Regular Class June, 1996 (SCR)		At Risk (AR)	
	1996	1998	1996	1998	1996	1998	1996	1998
Behaviour **(BE)**	29	34	13	13	29	24		
Communications -Learning Disability **(SLD)**	61	62	32	49	35	33		
- Speech and Language **(S&L)**	33	22	28	34	27	23		
Intellectual - Mild Disability **(IE)**	37	38	31	32	29	24		
- Developmental Disability (DD)		1						
- Gifted **(IG)**	23	20	39	43	8	7		
Non-exceptional – At-Risk **(AR)**							56	51
TOTAL	**510**							

(For an explanation of these changes, refer to page 10)

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

STUDENT CHARACTERISTICS

(A) Age and Gender

The overall sample consisted of 331 boys (65%) and 179 girls (35%) with a mean age of 11.55 years (range of 6.90 to 15.08 years). Boys were over-represented by about a two to one ratio.

CONCLUSIONS ABOUT GENDER: Boys were over-represented in this sample. This finding is consistent with previous Psychological Services Writing Team findings and is also representative of the overall population of students referred to Psychological Services.

1. IMPLICATIONS FOR PRACTICE: Early screening and intervention practices must consider gender issues.

(B) First Language

The sample of 510 students consisted of 452 (89%) students who had English as their first language and 58 students (11%) who had English as their second language.

CONCLUSIONS: The proportion of students in the sample for whom English is a second language appears consistent with other available data for the general student population (i.e., provincial EQAO data of 1997/1998 indicates that about 12% of Grade 3 students report speaking English and another language at home). Current procedures for referral, assessment and placement of students appear to be discriminating well between language differences and disabilities since ESL students are not over represented in this sample of students referred for psychological assessment.

2. IMPLICATIONS FOR PRACTICE: The present guideline of delaying testing until the English as Second Language students are in Canada for at least two years should continue.

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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

(C) Educational Histories

The total sample of 510 students came to the study with a history of changing schools that ranged from only being in one school to as many as 16. On the whole, each student attended an average of a little over four schools (4.4). Two hundred and forty-six (246) students changed schools from the beginning to the end of the study. A good portion (97) of these were changes from elementary school to secondary school. Forty-one (41) students transferred out of the Hamilton-Wentworth District School Board jurisdiction.

CONCLUSIONS: Previous writing team reports have indicated that mobility is a factor associated with school success. Further, it has been shown that a significant relationship exists between mobility and referral to Psychological Services and to I.P.R.C.

3. IMPLICATIONS FOR PRACTICE: Consideration should be given to having case managers for students with an increased likelihood of changing schools.

Fifty-six (11%) students were referred for reassessment within the time frame of the study. Their distribution by exceptionality and group placement was as follows:

Exceptionality			Placement Group		
BE	9	(13% of the BE students in the study)			
SLD	10	(8%...)			
S&L	18	(20%...)	SCR	12	(9%)
IE	11	(11%...)	R	8	(6%)
AR	8	(14%...)	SC	28	(15%)
IG	0	(0%...)	AR	8	(14%)
TOTAL	56	(11%...)	TOTAL	56	(11%)

CONCLUSIONS: More Exceptional students in special classes were referred for reassessment than those in regular classes, or those recently returned to regular classes. Primarily, Speech and Language (S&L) students ready to move from these classes to SLD or regular classes were referred for reassessment. It appears, then, that the large-scale return of Exceptional students to regular classes did not generally result in a large number of re-referrals.

4. IMPLICATIONS FOR PRACTICE: Objective data should continue to be taken from a variety of sources (including standardized testing) for decision-making purposes regarding identification and placement issues. As well, these data should be taken into consideration in the formulation of both admission and demission criteria for special class.

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The Exceptional students in our study had been Exceptional an average of 1,557 days or just over four years (range one to nine years). On average, 967 (approximately 2/3) of this time was spent in special class environments (range of 0 to 3,254 days) and 589 days (approximately 1/3) were spent in regular class environments (range of 0 to 2,888 days). An analysis by gender indicated that boys were Exceptional significantly longer than girls (1,606 versus1,391 days) and that boys spent significantly more time in special class placements than girls (1,036 versus 762 days).

An analysis by type of Exceptionality indicated that the IE group had significantly more days Exceptional than all the other groups. The IE and BE groups spent proportionately significantly more days in a special class placement than all other groups. The Gifted group spent proportionately significantly more days in regular class environments than all other groups.

The following table is illustrative of the differences found by type of Exceptionality:

Exceptionality	Days Exceptional	Days Special Class	Days Regular Class
BE	1,335	963 (72%)	371 (28%)
SLD	1,423	886 (62%)	537 (38%)
S&L	1,488	831 (56%)	657 (44%)
IE	1,779	1,219 (68%)	560 (22%)
IG	1,469	596 (40%)	873 (60%)

CONCLUSIONS: **Previous research by Psychological Services has indicated that BE students who spent more time in special classes have better outcomes in secondary school than BE students who spent more time in regular classes. Thus, the longer time in special class reported in this review is justified based on what we know about factors contributing to their success. Based upon the severity of needs, the system readily recognizes the need for differentiated programming for IE and BE students.**

5. IMPLICATIONS FOR PRACTICE:

a) **Special Education programming must continue to address the differentiated needs of students based upon their unique cognitive, academic, social and emotional profiles. A multi-disciplinary approach to addressing students' multi-faceted needs is warranted.**

b) **The data with respect to average length of stay in each program can be communicated to parents at System meetings and at I.P.R.C. when inquiries are made as to the average duration in special classes.**

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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

Changes in exceptionality and placement over the course of the study are as follows:

BE:	8 students moved from Regular to Special class	(11%)
	1 student moved from Special to Regular class	(1%)
	3 students changed to SLD exceptionality	(4%)
SLD:	4 students moved from Regular to Special class	(3%)
	13 students moved from Special to Regular class	(10%)
	1 student changed to BE exceptionality	(1%)
	1 student changed to S&L exceptionality	(1%)
S&L:	4 students moved from Regular to Special class	(5%)
	7 students moved from Special to Regular class	(8%)
	1 student changed to IE exceptionality	(1%)
	8 students changed to SLD exceptionality	(9%)
	2 students changed to BE exceptionality	(2%)
IE:	9 students moved from Regular to Special class	(9%)
	7 students moved from Special to Regular class	(7%)
	1 student changed to DD exceptionality	(1%)
	1 student changed to S&L exceptionality	(1%)
	2 students changed to SLD exceptionality	(2%)
IG:	2 students moved from Regular to Special class	(3%)
	5 students moved from Special to Regular class	(7%)

CONCLUSIONS ABOUT PLACEMENT CHANGES:

(a) In the two years following the en masse transfer of students from special to regular classes, 60 students (12%) changed placement again; a rate of 6% per year. This is a higher rate of mobility than in previous years (Psychological Services Reports 1991, 1996) where about 3% of students changed placement from one year to the next.

(b) BE students had the highest rate of movement back to Special class from Regular class (approximately 6% per year).

(c) SLD students moved from Special to Regular class at a higher rate than in the past; a trend is also noted for S&L students.

(d) IE students also showed higher transfer rates, with only slightly more moving from Regular to Special class than vice versa.

6. IMPLICATIONS FOR PRACTICE: Students with behaviour exceptionalities are harder to serve in regular classes than in special classes. The demission criteria for BE students from special classes must take into account the difficulty these students have when re-integrating into regular classrooms.

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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

CONCLUSIONS ABOUT EXCEPTIONALITY CHANGES: During the study, 25 students (5%) changed exceptionality. This is only slightly higher than previous estimates and primarily reflects normal movement: S&L students normally progress to other appropriate exceptionalities as their speech and language disability becomes less prominent.

7. IMPLICATIONS FOR PRACTICE: Identification of students with S&L exceptionalities needs to take into account the distinction between developmental issues related to speech and language versus academic issues related to speech and language.

(D) Baseline Intellectual and Academic Characteristics

Profiles available through the Psychological Services database contain intellectual and academic characteristics of Exceptional students assessed prior to their presentation before an Identification Placement and Review Committee. The only Exceptional group for which we have no baseline data is the Gifted group and so this group was not represented in our baseline analyses. For consistency, this group was excluded from all subsequent analyses and will be dealt with separately at a later time.

The baseline intellectual profiles of our study sample included the verbal IQ score (VIQ), the nonverbal or performance IQ score (PIQ) and the overall IQ score (FSIQ), according to the following distribution:

	Exceptionality				Placement Group		
	VIQ	PIQ	FSIQ		VIQ	PIQ	FSIQ
BE	91.5	94.6	92.3	SCR	84.7	91.1	86.6
SLD	89.2	94.6	90.7	RC	84.4	93.5	87.2
S&L	79.6	95.8	85.7	SC	82.1	84.4	81.7
IE	70.6	72.1	68.8	AR	92.8	97.5	94.3
AR	92.8	97.5	94.3				

An analysis of the **baseline student intellectual characteristics** showed that these characteristics were significantly related to both the type of exceptionality and the type of placement group.

By exceptionality, for the VIQ's, the IE and S&L students scored significantly lower than all other groups but did not differ substantially from each other. For the PIQ's, the IE group scored significantly lower than all other groups, and for the FSIQ's the IE students scored significantly lower than all other groups.

By placement group, the analysis showed that for VIQ's, the AR student group scored significantly higher than all other student placement groups. For PIQ's, the SC student group scored significantly lower than all other groups. In addition, the AR group scored significantly

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

higher than the SCR group but not the RC group. For FSIQ, the AR students scored significantly higher than all groups. The RC group, while significantly higher than the SC group, was not significantly different from the SCR group. On all measures, the RC group and the SCR group did not differ significantly.

An analysis of the **baseline student academic characteristics** (word recognition, spelling and arithmetic) also showed that these characteristics were significantly related to both the type of exceptionality and the type of placement group.

The baseline academic profiles of our study sample are illustrated below:

Exceptionality

	Reading	Spelling	Arithmetic
BE	80.9	82.1	88.8
SLD	71.9	71.9	83.5
S&L	75.7	75.6	79.0
IE	68.5	68.5	70.2
AR	88.3	86.6	91.9

Placement Group

	Reading	Spelling	Arithmetic
SCR	73.7	76.3	84.7
RC	78.5	77.8	84.5
SC	68.0	67.3	73.5
AR	88.3	86.6	91.9

For Exceptionality, significant results were only found for arithmetic computation. Here, the AR and BE groups did not significantly differ, however, both groups scored significantly higher than all other groups.

By placement group, the analysis showed significant results for reading, spelling and arithmetic. In all areas, the AR group had significantly higher scores than all groups and the SC group had significantly lower scores than all groups. There were no significant differences found in any of the academic areas between the RC group and the SCR group.

CONCLUSIONS: Consistent with our previous research studies, students continue to demonstrate their unique cognitive, academic, and behavioural characteristics consistent with current Ministry and Board criteria. Students with lower cognitive and academic profiles were placed in special classes.

8. IMPLICATIONS FOR PRACTICE: I.P.R.C. identification and placement decisions should continue to be made in accordance with Ministry and Board direction (i.e., that wherever possible, needs of students should be met in the regular classroom).

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

PROGRAMMING CHARACTERISTICS

School Survey Results

The school survey was designed as follows: In the Spring of 1996, the Steering Committee (*see Appendix A*) and other team members generated a list of factors believed to contribute to success of Exceptional and AR students in our system. During the summer, a team of three learning resource teachers reviewed research papers on this topic and generated a list of factors identified in the literature as factors contributing to success of Exceptional and AR students, primarily in regular class settings. The resulting list was virtually identical to the list of local factors generated by the Steering Committee. **The overriding, necessary factor identified by our local experts and the research literature was a collaborative approach to delivery of Special Education services to students, both at the school level (school planning for delivery of service), and for individual student's pupil plans (I.P.P.'s).**

(A) Collaboration:

A draft School Survey was generated by the LRT team. In the winter of 1997, the draft survey was organized and refined by the Special Education consultants and Team Leader to its present form (*see Appendices B and C*), with a focus on school and student-based individual pupil plans. School personnel reported on their school organization and initiatives for 1996-97 in June of 1997, according to involvement of staff, students, parents, etc., in school and student program planning, implementation and review.

School plan data were available for 43 schools. These data were reviewed and summarized. The schools that reported these data had an average of 25 exceptional students (range of 1 student to 78).

(a) For 21% of the schools, surveys suggested that the Special Education components of the school plan were put together by the school's learning resource teacher (LRT) and the principal of the school.
(b) In 35% of the schools, the school plan was put together by the learning resource teacher, the principal, and classroom teacher(s).
(c) For the remaining 44%, there was involvement of the learning resource teacher, principal, teacher(s), parents and a variety of support personnel.

I.P.P. planning data were available for 47 schools.

(a) For the majority (32) of the schools (72%), there was collaboration in planning I.P.P.'s between the LRT, all involved classroom teachers, parents and a variety of support personnel.
(b) In 25% of the schools, the LRT and the classroom teacher(s) constructed the I.P.P.'s.
(c) In the remaining one school, only the LRT was involved in the planning of I.P.P.'s.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

In the other areas of the survey, 98% of the schools indicated that school-wide social skills programming was a focus.

CONCLUSIONS: **An analysis of the school surveys indicated that they do not vary in any significant way with respect to their school planning or organization regardless of whether schools have AR students or students who are exceptional and placed into regular (SCR or R) or special classes (SC). Interestingly, while 75% of the schools indicated that Special Education was a focus, only half (52%) suggested that there were school wide guidelines for evaluating Special Education students.**

9. IMPLICATION FOR PRACTICE: **The need for development of policies and procedures for in-school review of Special Education programs is indicated so that these guidelines are consistently utilized throughout the system. Guidelines currently in use by some schools should be shared with all schools.**

(B) Socioeconomic Status:

It is important to note that there is a significant relationship between the type of exceptionality and the percentage of low-income families. The IE group was seen more often than any other group, to come from schools in communities with a higher percentage of low income families. BE students more often than AR students were also seen to attend schools with a higher percentage of low-income families.

CONCLUSIONS: **The IE group was seen more often than any other group to come from schools in communities with a higher percentage of low income families.**

10. IMPLICATIONS FOR PRACTICE: **The development of policies and procedures for Special Education need to take poverty issues into consideration.**

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

OUTCOME DATA

(A) WRAT-3 Between- Group Results

Data was excluded for the Gifted group. The one Developmental Disability student was also excluded from subsequent analyses. For 67 additional students, there were no WRAT-3 records and so these too were excluded. Our analyses, therefore, reflect complete pre-test data for 372 students. Post-test data was available for 298 students.

The distribution of the sample was as follows:

	Pre	Post
Behaviour (BE)	55	39
Specific Learning Disability (SLD)	128	98
Speech and Language (S&L)	73	62
Intellectual Exceptionality (IE)	81	70
At-Risk (AR)	35	29
TOTAL	372	298

The WRAT-3 mean standard score pre-test and post-test results were as follows:

WRAT-3 Mean Standard Score

	Reading		Spelling		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
BE	90.4	94.4	89.3	92.2	87.5	86.9
SLD	76.9	76.9	77.6	76.9	78.9	78.5
S&L	80.9	79.7	82.4	82.7	81.2	80.7
IE	72.4	71.1	75.3	74.0	68.0	65.9
AR	91.2	93.2	89.1	91.6	86.0	83.8

*(*A standard score of 100 is at the 50th percentile.)*

1. Analysis of this data indicated that the WRAT-3 pre-test and post-test scores did not show any significant differences by gender.

2. However, pre-test and post-test scores did vary significantly depending on the type of exceptionality. In the pre-test, the IE group showed the lowest achievement scores and

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

were significantly discrepant from all groups in all academic areas. In the post-test, however, they did not differ significantly from the SLD group for spelling.

3. For both the pre-test and the post-test sessions, the AR and BE groups showed the highest scores in all areas and were not significantly different from each other. Both showed Low Average to Average achievement profiles, a finding which has also been consistently documented in previous Writing Team reports. This finding makes sense since the BE group's identification continues to come from a behavioural source rather than an academic one and the AR group do not currently show evidence of identifiable needs.

4. Comparisons between the SLD group and the S&L group in the pretest suggested significant differences in reading and spelling scores but not in arithmetic. The S&L group had consistently higher scores. In the post-test session, the S&L group showed significantly higher reading and math scores, but no differences were seen between the groups for spelling.

The distribution of the sample according to their group affiliation was as follows:

	Pre	Post
Special Class to Regular Class (SCR)	94	76
Regular Class (RC)	111	88
Special Class (SC)	132	105
At-Risk (AR)	35	29
TOTAL	372	298

Their mean pre-test and post-test achievement scores on the WRAT-3 were as follows:

WRAT-3 Standard Scores

	Reading		Spelling		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
SCR	81.4	81.5	82.9	81.5	81.6	79.2
RC	84.2	85.5	83.4	84.9	81.5	82.4
SC	72.7	70.6	75.1	74.3	73.1	70.9
AR	91.2	93.2	89.1	91.6	86.0	83.8

1. Analysis of this data suggested that in both pre-test and post-test of reading, spelling and arithmetic, the SC group showed significantly lower achievement scores than every other group. This has been a consistent finding in all previous Writing Team reports.

2. In the pre-test, the AR group showed significantly higher achievement scores than all other groups in all areas. Of particular interest in this analysis is that the SCR sample and the RC sample did not differ significantly in any academic area, but were both higher than the SC group and lower than the AR group.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

3. In the post-test, while the AR group continued to show the highest achievement scores, their scores were not seen to be significantly different from the RC group in any area and from the SCR group in the math area. The SCR and RC groups continued to show similar profiles with no significant differences seen in any academic areas, validating their move from special class to regular class.

(B) Writing Sample Results

Schools submitted a sample of students' independent narrative (story) writing. Of the 510 students originally selected for participation in the study, writing samples were available for 376. With data excluded for the Gifted group, writing sample results were available for 327 students. The one Developmental Disability student was also excluded from subsequent analyses. Our analyses, therefore, reflect pre-test data for 326 students. Post-test data was available for 276 students.

Analyses of this data, controlled for age, indicated that writing scores varied significantly according to the type of placement. More specifically, the analyses suggested that writing scores for the Special Classes group in both pre-test and post-test conditions showed significantly lower scores than all other groups, highlighting the need for specific support in Special Education settings for the improvement of written expression. There were no significant differences seen among any of the remaining groups.

CONCLUSIONS: These data clearly support former Identification Placement and Review Committee practice in decision making for special class placement based upon significant delays demonstrated for reading, spelling, arithmetic, and writing. Further, the data suggest that students without such delays in reading, spelling, arithmetic, and writing could be considered for placement directly into regular class or could be transferred from special class settings to regular class settings.

11. IMPLICATIONS FOR PRACTICE: Cognitive and academic profiles are valuable sources of information for admission and demission procedures.

(C) Student Progress

I. Pre-test to Post-test (ONE SCHOOL YEAR)

When we looked at the changes in reading, spelling and arithmetic computation between the pre-test and the post-test points of our study, no significant changes were noted in any area either by Exceptionality or by placement group. Our study, however, noted significant pre-test to post-test increases in scores for writing. In the case of the writing scores, the improvements were expected because of the increase in age by one year from pre-test to post-test and

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

because the instrument has not as yet been standardized. It must be noted that **"no significant changes"** on standardized instruments does not mean "no progress". Rather, students are progressing at such a rate that would suggest no significant deterioration; students are at least maintaining their ranking on age-based comparisons.

II. Baseline to Post-test

When we looked at the changes in reading, spelling and arithmetic computation between when the students were initially assessed (baseline) and at the post-test point of our study, significant improvement was noted. This improvement was seen in BE and SLD students in all areas; in S&L students for spelling only; in IE students for reading and spelling. Placement group comparisons revealed improved reading, spelling and arithmetic computation scores for the SCR students; reading and spelling for the R and SC students. The AR non-exceptional group showed significant improvement for arithmetic computation only.

CONCLUSIONS: Significant improvement in academic achievement requires longer than one school year.

12. IMPLICATIONS FOR PRACTICE: Special Education programming needs to continue to provide a spectrum of services. Development of demission criteria need to consider both the length of stay and the qualitative aspect of the students' time in Special Education.

(D) Home Survey Results

The home surveys (*see Appendix D for parents and Appendix E for students*) consisted of a series of 15 questions for the parents of students targeted for study and a series of 14 questions for the targeted students themselves. The various questions were designed to tap satisfaction on student placement (school or class), student progress (achievement in language, arithmetic, the arts and environmental studies), the availability of student assistance/resources, social relationships in school and in the community, student participation in school and community activities, individual program content, and school and home communication. Parents and students were asked to rate the various questions on a four-point scale of 1 'NOT Satisfied' to 4 'VERY Satisfied'.

Correlational analyses of the **pre-test** satisfaction ratings between parents and students in response to the various questions contained in the home surveys revealed significant agreement on the level of satisfaction between students and their parents on all issues represented in the questionnaire.

The mean satisfaction rating for parents and for students for each of the various areas is illustrated below:

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

PRE-TEST

Issue	Parent Rating	Student Rating
Placement	3.39	3.34
Academic Progress	3.00	3.16
Access to Assistance	3.21	3.36
Social Relationships	3.12	3.30
I.P.P. Content	3.00	3.24
Activity Participation	2.94	3.07
Total Overall	3.10	3.28

In reviewing the overall pre-test means for both the parent questionnaire (3.10) and the student questionnaire (3.28), it is clear that both parents and students are generally quite satisfied with their Special Education programming. In looking at the difference between the overall means for parent and student ratings, analyses indicated that the student respondents were significantly more satisfied than parent respondents.

Correlational analyses of the **post-test** satisfaction ratings between parents and students in response to the various questions contained in the home surveys also revealed significant agreement on the level of satisfaction between students and their parents on all issues represented in the questionnaire. The mean post-test satisfaction rating for parents and for students for each of the various areas is illustrated below:

POST-TEST

Issue	Parent Rating	Student Rating
Placement	3.37	3.30
Academic Progress	3.02	3.08
Access to Assistance	3.18	3.15
Social Relationships	3.05	3.16
I.P.P. Content	2.96	3.10
Activity Participation	3.00	3.11
Total Overall	3.13	3.19

In reviewing the overall post-test means for both the parent questionnaire (3.13) and the student questionnaire (3.19), it is clear that as of May 1998 both parents and students continued to be generally quite satisfied with their Special Education programming. At post-test, parent and student satisfaction ratings did not differ overall nor in any of the specific areas.

Mean satisfaction rating comparisons from pre-test to post-test for the parent and student questionnaires could not be analyzed because of small sample sizes.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

Comments provided in the open answer section of the home surveys have been collected. A qualitative report can be prepared at a later date.

CONCLUSIONS: Parents have been satisfied with the Special Education delivery model provided by the former Hamilton Board of Education.

13. IMPLICATIONS FOR PRACTICE: Ongoing communication with parents is a significant component of Special Education services.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

STUDENT and SCHOOL FACTORS MEDIATING SUCCESS

It was a focus of this research to evaluate the effects of student characteristics and Special Education program delivery in promoting the success of students with special needs. It has been documented that the eventual learning outcomes for these students are dependent on the interaction of these two variables.

In order to determine the factors associated with student success, an analysis was conducted on students for whom complete pre- and post-test achievement data and complete school survey data were available. Student academic achievement data was linked to other student and school survey information. These variables were tested in a series of statistical analyses to evaluate their effects on improvements in students' skills during the 14-month period of the review.

The outcome of interest is academic progress in reading, spelling, arithmetic and writing combined, for all students regardless of their Exceptionality or placement. It is important to note that this analysis was conducted on a significantly reduced sample of 115 students for whom there was a complete data set of pre- and post-test scores and school survey information. Thus, the generalization of this finding is limited.

When all the student and program characteristics were analyzed for the 115 students, only **collaboration,** defined as active input into the school and I.P.P. planning process, was seen to contribute significantly to the progress of students.

Collaboration in **school planning** for delivery of Special Education services ranged from learning resource teacher (LRT) only to LRT, administrator, classroom teachers, parents/school council, Board and community support personnel.

Collaboration in preparation of students' **Individual Pupil Plans (I.P.P.)** ranged from LRT only, to LRT, all involved teachers, administrator, parents and support personnel.

Overall, students in this study displayed significant progress when there was a very high degree of collaboration in planning students' I.P.P.'s in combination with a high degree of collaboration in school planning for Special Education services.

This pattern was only statistically significant when all students and all four aspects of achievement were combined in one analysis. However, the pattern was observed to be similar for all students, student placements and student academic skills except for two trends.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

1. It appeared that SCR students (i.e., those who were recently returned en masse to their home schools from special classes) were progressing well regardless of the nature of school collaboration in planning. It could be that their previous and very recent Special Class experience was to their benefit.

2. **AR students (i.e., those previously referred to and assessed by Psychological Services) did not show this pattern of progress related to school and I.P.P. planning factors, suggesting that, as non-Exceptional students, they were not generally benefiting from the collaboration addressed in this study because they would not have had an opportunity to formally access it.**

CONCLUSION: Keeping in mind the limitations of the reduced sample size, appropriate collaboration in school and I.P.P. planning can be a powerful influence on students' progress regardless of the nature of their learning difficulties.

14. IMPLICATIONS FOR PRACTICE: The need for AR (non-exceptional) students to be included in the system of I.P.P. planning and appropriate collaboration in school is highlighted. Data from the psychoeducational assessment can be used for I.P.P. development.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

GENERAL CONCLUSIONS and DISCUSSION

In the initial research study conducted in the 1990/1991 school year, one of the key recommendations was that the non-exceptional sample (i.e., the AR group) should be followed longitudinally to determine the differences between it and the group of students who were formally identified. To some extent this has been accomplished through the ongoing research efforts of Psychological Services in collaboration with various other research partners within the Hamilton Board of Education.

The 1996/1997 study noted that the drop out rate for AR students was significantly higher than that of Exceptional, formally identified students (26.9% to 21.5% respectively). What is interesting to note in this finding is that even though the Exceptional group profiles would suggest a level of achievement significantly delayed in comparison to the AR group, they nevertheless managed to achieve outcomes significantly greater than the AR group. This study of secondary school outcomes very clearly highlights the ultimate result if some formal pattern of support is not given to the AR group.

As we looked at the outcomes for the AR group as compared to the group of students who were formally identified, it would seem clear that the process of formal identification becomes the trigger or catalyst for the significant progress seen with Exceptional students. This formal identification and the Special Education supports afforded through this process, is what clearly distinguishes the progress of the AR group from the progress of the Exceptional group.

A valuable part of the formal identification process is the assessment of the unique cognitive, academic and behavioural characteristics of the students. The data generated through the process of assessment then becomes the foundation for the design of the I.P.P. to meet the special needs of students.

Once assessed and identified, the progress seen in the Exceptional students seems to be primarily based upon a very high degree of collaboration in planning program and constructing I.P.P.'s. The study suggests that the same is not true for AR students. AR students did not generally benefit from the school factors addressed in this study because they would not have had any access to an I.P.P. and all the monitoring and evaluation associated with an I.P.P. process. Since assessment data highlighting their cognitive, academic and behavioural characteristics as well as their patterns of strengths and weaknesses is available, it would make sense that the AR group be identified in some formal or informal way, and that the school factors identified in this study be then applied.

The initial research study in the 1990/1991 school year also highlighted the need to monitor the progress of our Behaviourally Exceptional (BE) group of students. The current research study noted that BE students spent a significantly higher proportion of days in special class settings

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

than any other Exceptional group. In addition, BE students had the highest rate of movement back to special class placements from regular class placements. The implication here is that BE students are the hardest to serve in regular classes. Further implications are stimulated by previous research in the 1991/1992 and the 1996/1997 school years which suggested that BE students who were placed into regular classes in elementary schools had a significantly higher drop out rate than BE students who came into high school from special class settings. In this overall context, the question would have to be raised about what the impact would be on the drop out rate, or indeed the graduation rate, of BE students if the special class support system were extended into a secondary school environment.

The current research study again highlights the high mobility of our AR and Exceptional students. On average, they experience a little over 4 school changes, although some have been in as many as 16 schools. The research study in the 1991/1992 school year noted that the proportion of schools attended per grade was significantly higher for students who would eventually be assessed and then later be deemed exceptional. In the 1996/1997 research study, number of schools attended along with exceptionality classification and academic standing, was seen to be a significant predictor for school drop-out whether Exceptional or At-Risk. While the mobility of students cannot be controlled before formal identification, placement considerations could moderate or eliminate the need for school change and therefore further increase the probability of success for Exceptional students in special class settings, particularly if some thought was given to some inducements for the strategic placement of these special class settings in K-8 schools, thus eliminating the potential need to transfer students from primary to junior to intermediate programs in three different schools. **If one assumes that one of the debilitating issues associated with school change is the lack of continuity of program, then some consideration might be given to assignment of case managers or coordinators for Exceptional and AR students, should change of schools become necessary.**

Consistent with all previous research findings going back to the initial research study in the 1990/1991 school year and, also consistent with the at-large research, the current research study found that males were over-represented in our Exceptional and AR groups by about a two to one ratio. It is imperative that early screening and intervention practices consider and study differentiated programming support on the basis of gender.

The present study has confirmed and highlighted many things:

1. It has confirmed the nature and importance of objective cognitive, academic and behavioural assessments as a stimulus to appropriate programming and/or identification and placement of special needs and AR students.

2. It has highlighted the importance of collaboration in school and I.P.P. planning for improved academic performance of Exceptional students.

3. It has revealed the importance of applying support to students who may fall through the cracks because of not meeting criteria for formal identification.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

4. The current study, using Action Research methods, also highlights the value of monitoring programs on an ongoing and collaborative basis.

5. Given some level of opportunity for collaboration in school planning and I.P.P. planning, both parents and students seem to be very satisfied with the delivery of Special Education services. Satisfaction around these services may also reflect the role both parents and students have traditionally played in decisions around exceptionality, placement and the collaborative school systems in place to support such decisions.

It should be noted that the current study reflects practices studied within the context of the Board of Education for the City of Hamilton. It is believed that this body of research and the knowledge gleaned from it, can serve to provide a stimulus for the construction of a new, amalgamated Special Education system, a system that:

- incorporates the needs of both identified and AR students,
- continues to take into account the unique cognitive, academic and behavioural characteristics of students for the identification of needs,
- applies these characteristics in the formulation of amalgamated admission as well as demission criteria for Special Classes,
- monitors how student characteristics best interact with school and system factors to generate the best level of progress for Exceptional as well as AR students.

Finally, the current research highlights the inestimable value of monitoring programs and student results on an ongoing basis via electronic or computer systems which can be tapped periodically to provide the kind of information collected manually for this review. Psychological Services, Research Services, School Personnel, Learning Resource Teachers, Special Education, Communication Services, Parents and Study Participants are to be commended for their assistance and hard work in the completion of this very labour intensive project.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

SUMMARY OF IMPLICATIONS FOR PRACTICE

1. Early identification and intervention practices must consider gender issues.

2. The present guidelines of delaying testing until the English as Second Language students are in Canada for at least two years should continue.

3. Consideration should be given to having case managers for students with an increased likelihood of changing schools.

4. Objective data should continue to be taken from a variety of sources (including standardized testing) for decision-making purposes regarding identification and placement issues. As well, these data should be taken into consideration in the formulation of both admission and demission criteria for special class.

5. a) Special Education programming must continue to address the differentiated needs of students based upon their unique cognitive, academic, social and emotional profiles. A multi-disciplinary approach to addressing students' multi-faceted needs is warranted.

   b) The data with respect to average length of stay in each program can be communicated to parents at System meetings and at I.P.R.C. when inquiries are made as to the average duration in special classes.

6. Students with behaviour exceptionalities are harder to serve in regular classes than in special classes. The demission criteria for BE students from special classes must take into account the difficulty these students have when re-integrating into regular classrooms.

7. Identification of students with S&L exceptionalities needs to take into account the distinction between developmental issues related to speech and language versus academic issues related to speech and language.

8. I.P.R.C. identification and placement decisions should continue to be made in accordance with Ministry and Board direction (i.e., that wherever possible, needs of students should be met in the regular classroom).

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
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(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
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(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

9. The need for development of policies and procedures for in-school review of Special Education programs is indicated so that these guidelines are consistently utilized throughout the system. Guidelines currently in use by some schools should be shared with all schools.

10. The development of policies and procedures for Special Education need to take poverty issues into consideration.

11. Cognitive and academic profiles are valuable sources of information for admission and demission procedures.

12. Special Education programming needs to continue to provide a spectrum of services. Development of demission criteria need to consider both the length of stay and the qualitative aspect of the students' time in Special Education.

13. Ongoing communication with parents is a significant component of Special Education services.

14. The need for AR (non-exceptional) students to be included in the system of I.P.P. planning and appropriate collaboration in school is highlighted. Data from the psychoeducational assessment can be used for I.P.P. development.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

APPENDIX A

Study Design, Data Collection and Team Responsibilities

Purpose of the Two-Year Study:

To identify ***factors*** in our schools, which are associated with, improved ***outcomes*** for ***exceptional*** and ***AR*** students.

factors ... school organization and initiatives, I.P.P. strategies, home and community support.
outcomes ... academic, organizational and social-emotional (writing samples, WRAT testing, student and parent perceptions);
exceptional students ... in special classes; in regular classes for some time; returned to regular classes from special classes as of 1997 September;
At-Risk students... previously assessed by Psychological Services but not deemed exceptional.

Teams:

1988-98 ***Database Entry:*** Karen Accardo, Administrative Staff, Psychological Services
1988-98 ***Data Sheet Entry:*** Psychoeducational Consultants, Psychological Services
1997-98 ***Steering Committee:*** Dr. Marie Bountrogianni, Joseph Trovato, Doreen Vella, Cynthia Wilkinson (Psychological Services); Connie Kidd (Assessment, Evaluation and Reporting); Dr. Janice Tomlinson (Special Education Services); Brenda Mohoruk, Donna Quigley, Diane Rawsthorn (Elementary Principals)
1997-98 Study Design, Data Collection: Connie Kidd
1997-98 Analysis and Reporting: Dr. Marie Bountrogianni, Connie Kidd, Joseph Trovato, Doreen Vella
1997 ***I.P.P.* Literature Review**: LRT's: Leah Schwenger, Steve Staios, Katherine Yantzi, Connie Kidd
1997 ***I.P.P.* Computer Program Design**: Wendy Hutton, Gene Bucci, Mike Helt, Connie Kidd, Janet Watt, Bob Morrallee
1997 ***School Survey* Design**: LRT's: Leah Schwenger, Steve Staios, Katherine Yantzi, Special Education Services: Dr. Janice Tomlinson, Janet Watt, Bob Morrallee, Lorne Evans, Judy Peall-Ward
1997 ***Parent & Student Survey Design***: Leah Schwenger, Steve Staios, Katherine Yantzi, Carol Campanella, Judy Peall-Ward
1997 ***WRAT III Pre-test***: Psychoeducational Consultants, Speech & Language Consultants, Program Research Analyst, Chief Psychologist
1997 ***Writing Sample Pre-test:*** Linda Hall, Leah Schwenger, Diane Stampfler, Kathy Starodub
1998 ***School Survey Coding and Analysis***: Connie Kidd, Janet Watt, Judy Peall-Ward
1998 **Pre 1997** ***Psychological Services database (baseline):*** Doreen Vella, Joe Trovato
1998 ***WRAT III Post-test***: Psychoeducational Consultants, Dr. Marie Bountrogianni
1998 ***Writing Sample Post-test:*** Leah Schwenger
1998 ***Parent and Student Survey Qualitative Analysis of Comments:***
1998 ***I.P.P. Coding and Analysis:*** Sue Banks, Nancy Smith, Sharon Oulahen, Ruth Kihs, Diane Stampfler, Sue MacDonald, Leah Schwenger, Jean Petruszkiewicz, Katherine Yantzi
1999 ***Editing and Technical Feedback:*** Wilma Dowling

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

APPENDIX B

SPECIAL EDUCATION REVIEW: SCHOOL SURVEY

_____ # Exceptional students in your school _____
(School)

********** ***SCHOOL PLAN 1996-97*** **********

- Is special education programming a focus in your school plan this year? Y N

  State relevant focuses and initiatives.

  _____
  _____
  _____

- In the chart below, indicate the **number of people** in each category who are involved with the **special education component(s) of your school plan**, according to the nature of their involvement:

	N/A	Member(s) of Special Education Planning Team (# people)	Consulted for Input (# people)	Informed of Plan (# people)	Implement Plan (# people)	Review/ Revise Plan (# people)
Principal						
Vice-Principal/Principal's Ass't						
Special class teachers						
Learning resource teachers						
All other teachers						
Parents/Guardians						
School Council (PCEP)						
Educational Assistants						
Community volunteers						
Board support staff						
Other: (Please list.)						

- Does your school plan include:
  - School-wide social skills focus/program? Y N
  - School-wide guidelines for evaluating Exceptional students? Y N
  - Other school-wide initiatives relevant to the success of Exceptional students? _____
    _____
    _____

- Does your school organization include:
  - Core programming for language and mathematics? Y N NA
  - Advisor programming? Y N NA
  - Information skills programming? Y N NA

APPENDIX C

********** ***STUDENTS' I.P.P.'S***
1996-97 **********

In general, for all exceptional students in your school, indicate the number of people who are involved with Exceptional students' I.P.P.'s, according to the nature of their involvement:

	N/A	FTE of staff assigned to provide Special Education Services in your school	Member of students' I.P.P. writing team (# people)	Consulted for input to students' I.P.P.'s (# people)	Informed of content of students' I.P.P.'s (# people)	Student support: IN-CLASS (# people)	Student support: WITHDRAWAL (# people)	Communication with parents/guardians (# people)	Communication with Board support, community support, previous school, etc. (# people)	Other? (# people)
Principal										
Vice-principal/principal's assistant										
Learning Resource teacher(s)										
Special class teacher(s)										
All other teachers										
Educational Assistant(s)										
Relevant Board support personnel										
Relevant Community agency personnel										
Parents/Guardians										
Other: (Please list.)										

During the course of this study, we will be collecting information about school programs, student I.P.P.'s, parent and student perceptions, and we will be assessing some basic academic skills.

What OTHER EVIDENCE do you wish to provide about the progress and influence of exceptional students in your school?

Consider both positive and negative influences and outcomes for exceptional and all other students in your school.
Please attach additional pages, relevant reports, data summaries, etc.

Please send to Connie Kidd, Program Services, 3rd floor, Education Centre by Friday, June 27.

Thank you for your assistance.

APPENDIX D

PARENT/GUARDIAN

Please **circle a number** for each question.

⇓

How do you feel about:	NOT Satisfied 1	2	3	VERY Satisfied 4	What helps your son/daughter the most?
1. ... your son/daughter's **school** placement this year?	1	2	3	4	
2. ... your son/daughter's **class** placement this year?	1	2	3	4	
3. ... your son/daughter's school progress this year in Language Arts/English?	1	2	3	4	
4. ... your son/daughter's school progress this year in Mathematics?	1	2	3	4	
5. ... your son/daughter's school progress this year in the Arts (Music, Art)?	1	2	3	4	
6. ... your son/daughter's school progress this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?	1	2	3	4	
7. ... other subjects: _____?	1	2	3	4	
8. ... your son/daughter's access to individual help (e.g., Special Resource Teacher, Learning Centre, etc.)?	1	2	3	4	
9. ... other resources (library, computers, etc.)?	1	2	3	4	
10. ... your son/daughter's relationships with other children this year in school?	1	2	3	4	
11. ... your son/daughter's relationships with other children this year in the neighbourhood?	1	2	3	4	
12. ... your son/daughter's participation (this year) in school activities?	1	2	3	4	

13. ... your son/daughter's participation (this year) in community activities?	1	2	3	4	
14. ... your son/daughter's individual pupil program (I.P.P.) this year?	1	2	3	4	
15. ... contact (phone calls, interviews, etc.) with your son/daughter's school this year?	1	2	3	4	

What are some things you do **at home** to help your son/daughter be successful in school?

- _____
- _____
- _____
- _____
- _____

What are some things your son/daughter does **in the community** that also help him/her in school?

- _____
- _____
- _____
- _____
- _____

What else could the school do to help your son/daughter?

- _____
- _____
- _____
- _____
- _____

Please put this survey in the envelope with your son/daughter's survey(s), **seal it**, and return it to the school.
Thank you.

APPENDIX E

STUDENT

Please circle a number for each question.

⇓

	☹ NOT Satisfied 1	2	3	☺ VERY Satisfied 4	What helps you the most?
How do you feel about:					
1. ... your **school** placement this year?	1	2	3	4	
2. ... your **class** placement this year?	1	2	3	4	
3. ... your progress in school this year in Language Arts/English?	1	2	3	4	
4. ... your progress in school this year in Mathematics?	1	2	3	4	
5. ... your progress in school this year in the Arts (Music, Art)?	1	2	3	4	
6. ... your progress in school this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?	1	2	3	4	
7. ... other subjects: _____?	1	2	3	4	
8. ... your access to help (e.g., Special Resource Teacher, Learning Centre, etc.)?	1	2	3	4	
9. ... other resources in the school (library, computers, etc.)?	1	2	3	4	
10. ... your relationships with other kids this year in school?	1	2	3	4	
11. ... your relationships with other kids this year in the neighbourhood?	1	2	3	4	
12. ... your participation (this year) in school activities?	1	2	3	4	
13. ... your participation (this year) in community activities?	1	2	3	4	
14. ... your individual pupil program (I.P.P.) this year?	1	2	3	4	

What are some things **you do at home** that help you in school?

- _____
- _____
- _____
- _____
- _____

What are some things **you do in your community** that also help you in school?

- _____
- _____
- _____
- _____
- _____

What else could your school do to help you?

- _____
- _____
- _____
- _____
- _____

Please put this survey in the envelope with your parent/guardian's survey, **seal it**, and take it to your teacher.

Thanks! ☺

THE HAMILTON-WENTWORTH DISTRICT
SCHOOL BOARD
100 Main Street West
Hamilton, Ontario
L8N 3L1
(905) 527-5092
Website w.w.w.hwdsb.on.ca

A Guide to Special Education for Parents and Pupils

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

May, 1999

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. These services may on occasion be purchased from another Board. The parents' guide will provide you with information about the Identification, Placement, and Review Committee (IPRC) and set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement and appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board contact(s) listed below:

Hamilton-Wentworth District School Board
(905) 527-5092
School Contact(s) _____

_____

Notes:

1. If you wish to receive this parents' guide in braille, large print or audio cassette format, please contact the board at the address or telephone number shown on this guide.
2. When used in this guide, the word "parent" includes "guardian".

Special Education Programs and Services

The board receives special education funding from the Ministry of Education and Training. The Board determines the programs and services that will be provided for both exceptional and non-exceptional students.

What is a Special Education Program?
A special education program is defined in the Education Act as an education program that:

- is based on and modified by the results of continuous assessment and evaluation
- includes a plan (called on Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional student.

What are Special Education Services?
Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program.
The Hamilton-Wentworth District School Board has a range of services provided by:

- Resource Teachers/Learning Resource Teachers
- Learning Centre Teachers
- Special Class Teachers
- Classroom Teachers
- Itinerant teachers for blind and deaf students
- Educational Assistants
- Principals/Vice Principals
- Special Education Consultants
- Special Education Coordinator
- Speech and Language Pathologists
- Social Workers
- Psychologists

- Psychoeducational Consultants
- Superintendents
- Trained Volunteers

School Health Support Services:
Students who need a specialized health service at school such as occupational therapy, physiotherapy, nutritional counselling, speech therapy or nursing may be referred to the School Health Support Services Program administered by The Hamilton-Wentworth Community Care Access Centre.

Individual Education Plan

A student who needs modifications to the academic and/or behavioural expectations for his/her grade level may have an Individual Education Plan (IEP) written even without a formal identification as an exceptional student. The plan is based on a student's strengths and needs. It will outline long and short term goals as well as the strategies, resources and special equipment that may be required to help him/her be successful. It is important that IEPs are developed in consultation with parents. The report card marks will be based on the student's progress according to his/her IEP.

Once your child has been identified as exceptional an IEP must be completed and will include:

- specific learning expectations for your child
- an outline of the special education program and services that will be used
- a statement about the methods by which your child's progress will be reviewed
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post secondary school activities, such as work, further education, and community living.

If your child has been identified as exceptional, an IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

Identification, Placement and Review Committees

What is the role of the IPRC?
The initial IPRC will:

- discuss your child's strengths and needs
- decide whether or not your child should be identified as exceptional
- identify the area(s) of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education and Training
- decide an appropriate placement for your child
- give the reason(s) for placement if a special education class is recommended.

Who is identified as an exceptional student?
The Education Act defines an exceptional pupil as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training. A copy of the pertinent criteria will be provided to you concerning your child's possible area(s) of exceptionality(ies).

What placement decision will be made at an IPRC?
Placement decisions that can be determined by the IPRC are:

- regular class, with modifications
- special class
- special day school.

How is an IPRC meeting requested?
The parent may make a written request to the principal for an IPRC and the principal must initiate one;

or

the principal may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must inform you of approximately when the IPRC will meet and provide a copy of this parents' guide.

May parents attend the IPRC meeting?
Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of your child's school
- other resource people such as your child's teacher, special education staff, board support personnel, or the representative of an agency, who may provide further information or clarification
- your representative - that is, a person who may support you or speak on behalf of you or your child
- an interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

What information will parents receive about the IPRC meeting?
At least 10 days in advance of the meeting, the chair of the IPRC, through the school, will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend. Before the IPRC meeting occurs,

you will receive a written copy of any information about your child that the chair of the IPRC has received from the school personnel.

What happens at an IPRC meeting?

- The chair or a school team member will introduce everyone.
- The chair will explain the purpose of the meeting.
- The IPRC will review all available information about your child.

The IPRC members will consider:

- an educational assessment of your child
- subject to the provisions of the Health Care Consent Act, 1996, a health and/or psychological assessment of your child conducted by a qualified practitioner if the IPRC members feel that such an assessment is required to make a correct identification or placement decision
- interviewing your child, with your consent if your child is less than 16 years of age, if the IPRC members deem that it would be useful to do so
- any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

Following the sharing of information, the committee:

- may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older
- will encourage you to ask questions and join in the discussion.

After all the information has been presented and considered, the committee will make its decision on identification and placement.

What will the IPRC consider in making its placement decision?
Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preference.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preference, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reason(s) for that decision in its written statement of decision.

What will the IPRCs written Statement of Decision include?
The IPRC's Statement of Decision indicates:

- whether the IPRC has identified your child as exceptional. If so, the Statement of Decision states the category(ies) of exceptionality(ies) defined by the Ministry of Education and Training
- the IPRC's placement decision; (regular class, special class or special day school)
- where the IPRC has decided that your child should be placed in a special education class, or special day school, the reason(s) for that decision.

What Happens after the IPRC has made its decision?
If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The Statement of Decision may be signed at the IPRC meeting or taken home and returned to the school.

If you do not agree with either the identification or placement decision made by the IPRC, you may within 15 days of receiving the decision, request that the IPRC hold a second meeting to discuss your concerns. If you still do not agree after the second meeting, an informal mediation process is available to you prior to formally appealing the IPRC decision.

How do I appeal an IPRC decision?
If you do not agree with the IPRC decision, you may file a written notice of appeal with the Secretary of the Board within 30 days of the original decision or within 15 days of receiving the decision of a review meeting. Your notice of appeal must indicate the decision with which you disagree and must include a statement explaining why you disagree.

The appeal process involves the following steps.
The board will arrange for a special education appeal board to be established to hear your appeal.

The appeal board will be composed of three people: one member selected by the board; one member selected by the parent(s) of the pupil; and a chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair. The first two selections shall be made within 15 days of the board receiving notice of appeal. The chair shall be selected within 15 days of the first two members being chosen. Members of the appeal board may not have any prior knowledge of the matter under appeal.

The chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within 30 days of his/her selection unless written consent is received from both the parents and the board agreeing to a later date.

The chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.

The appeal board shall make its recommendation(s) in writing within 3 days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations.

The board shall provide written notice within 30 days indicating what action it will take after considering the appeal board's decision and recommendations.

Parents may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written appeal for a Special Education Tribunal.

Review IPRC

Once a child has been placed in a special education program, will the placement be reviewed?

- Yes, a Review IPRC meeting is held each school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request in writing to the principal a Review IPRC meeting anytime after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to your child's current IEP.
- The IPRC will review the identification and placement decisions to decide whether they should be continued or whether a different decision should be made.

Support Groups

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. The school team can direct you to the appropriate community organizations.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

This committee, made up of representatives of parent associations, trustees, and other related community agencies, advises the Board on issues of Special Education. The representatives advocate for special needs children regardless of their exceptionality and can be of assistance to all parents. SEAC welcomes parents to attend their meetings. A list of this year's S.E.A.C. members is enclosed as a supplement in this Guide.

PARENTS' RIGHTS OR DUTIES

You have the right to:

- request an IPRC in writing to the school principal
- attend the Initial and Review IPRC and bring your representative
- request a placement in a Regular class
- agree or disagree with the IPRC decision
- sign the statement of decision at the IPRC or, after consideration at home, return the statement of decision to the school as soon as possible
- request in writing a review of your child's identification and/or placement anytime after your child has been in the special education program for 3 months
- receive a copy of your child's IEP within 30 days after your child has been placed in the program
- appeal the IPRC decision
- request an application for School Health Support Services
- be consulted in the development of your child's IEP

9(a)

Ontario Association for Families of
Children with Communication Disorders
13 Segal Drive, Tillsonburg, Ontario N4G 4P4
Phone: (519)842-9506 Fax: (519)842-3228

M. Matier,
Director of Education and Secretary of the Board,
Hamilton - Wentworth District School Board,
100 Main Street West, P.O. Box 2558
Hamilton, Ontario
L8N 3L1

January 29, 1999.

Dear M. Matier,

I am writing to thank you for your letter of January 5, 1999 advising me that the OAFCCD SEAC rep has missed a significant number of SEAC Meetings. I have contacted both Thomas Must and Donna Lazar and they have both indicated that due to changes in personal circumstances, neither will be able to fulfill the commitment of SEAC representative.

I am in the process of making inquiries of other local Chapter members to identify a new representative for the SEAC Committee. I will send in a letter of nomination as son as I have a candidate.

If you require any further information about the organization, please call me at (519)842-9506. I hope to continue working with you to provide quality education to all students.

Yours Sincerely,

Sharen Heath,
President

c.c. Mr. Thomas Must,
Mrs. Donna Lazar,

10(a)

The Hamilton-Wentworth District School Board

Memo

To: SEAC Members

From: NANCY HARPER, SPECIAL EDUCATION COORDINATOR

Date: 99 02 16

Re: DRAFT SPECIAL EDUCATION PLAN

Attached are two packages of sections from the **draft** Special Education Plan. The Steering Committee recommended the inclusion of the 4 "INFORMATION" sections and 5 "INPUT" sections for perusal by SEAC members. At the February meeting, members will have an opportunity to review the "INPUT" sections, individually or in small groups.

Please bring the **5** "INPUT" sections to the SEAC meeting.

See you then,

Nancy

Nancy

10(a)-1

"INFORMATION"

DRAFT

THE SPECIAL EDUCATION PLAN

SUPPORT PERSONNEL

Range of support personnel deployed:

- Child and Youth Worker (3.0 F.T.E.)
- Child Psychiatrist (limited funds available for consultation to schools through a referral process)
- Communication Disorder Assistant (1 F.T.E. at special day school)
- Educational Assistants (384 F.T.E.)
  - 343 F.T.E. permanent
  - 30 F.T.E. supply coverage
  - 12.5 F.T.E. paid through other sources such as Early Learning Grant, Insurance policy)
- ESL Consultant
- F.M. technician (1 F.T.E. special assignment educational assistant)
- Itinerant teacher for Hearing Impaired (2 F.T.E.)
- Itinerant teacher for Visually Impaired (6 F.T.E.)
- Job coaches (4.0 F.T.E.)
- kinesiologist (1 F.T.E. at Special day school)
- Orientation and Mobility Instructors (2 fee for service)
- Psychoeducational Consultants (10.5 F.T.E.)
- Psychologists (2 F.T.E. - 1 is supervisor of department)
- Social Workers (21.0 F.T.E.)
- Social Work Supervisor (1 F.T.E.)
- Speech Language Assistants (3.0 special assignment educational assistants)
- Speech Language Pathologists (13.0 F.T.E.)
- Speech Language Pathologists supervisor (1 F.T.E.)
- Special Education Consultants (8 F.T.E.
- Special Education Coordinator (1 F.T.E.)

QUALIFICATIONS OF PERSONNEL EMPLOYED

The following support personnel must have appropriate qualifications according to board policy, professional associations and/or collective agreements:

- ESL consultant
- psychiatrist
- psychoeducational consultants
- psychologists
- social workers
- special education consultants/coordinator
- special education teachers
- speech language pathologists

CHILD AND YOUTH WORKER

Required

To be a Child and Youth Worker requires a diploma from an accredited Community College. It is a 2-year course.

COMMUNICATION DISORDERS ASSISTANT

- A university or college degree/diploma
- Post graduate Communicative Disorders Assistant Diploma

EDUCATIONAL ASSISTANT

Required

- Completion of formal training/educational (Educational Assistant course, Child Care worker, etc.)
- Experience working with children (paid or volunteer).
- Ability and willingness to perform required physical tasks which may include feeding, toileting, bending, kneeling, and lifting.
- Flexible, adaptable, patient positive and empathetic towards students (ages 3 to 21) and adults.
- Able to manage conflict with children and with adults.
- Able to work cooperatively as a member of a team.

Preferred

- Experience working as an Educational Assistant elsewhere (especially with "special needs" students, Autistic, B.E., etc.)
- Specialized training in sign language, Blissymbolics, finger spelling, etc.

JOB COACHES > coming

KINESIOLOGIST

- Honours Science degree from an accredited university in the specialized area of Human kinetics or Kinesiology.
- Must also possess knowledge of the practical application of activities necessary for the maintenance and development in the physical function of students.

10(a)-4 "INFORMATION"

THE SPECIAL EDUCATION PLAN

DRAFT

ACCOUNTABILITY STRUCTURE

1. SUPERVISORY OFFICERS

- 1 Director of Education and Secretary of the Board
- 1 Superintendent of Instructional Services
- 8 Superintendents of Education
- 1 Superintendent of Plant Services
- 1 Superintendent of Business and Treasurer

2. TRUSTEES

- 11 Trustees

3. ELEMENTARY STAFFING (JANUARY 28, 1999)

Classroom Teachers	1738.35
Learning Centre Teachers	19.00
Learning Resource Teachers	158.65
Special Class Teachers	134.00
Itinerant Special Education Teachers	8.00
Section 19 - Community Facilities	8.00
Other Elementary Teachers:	
➢ Staff on Loan to Union	4,00
➢ Staff on Loan to EQAO	2.00
➢ Staff on Loan - Dept. of National Def	1.00
➢ Staff on Loan - OISE	1.00
➢ Consultants	16.00
➢ Special Assignment Teachers	7.00
➢ Human Resource Assignment	1.00
Vice Principals	28.50
Principals	102.00
Principal Consultant	1.00
Principal on Loan to Union	1.00

10(a)-5

4. SECONDARY STAFFING (AS OF JANUARY 28, 1999)

Principals	19.0
Vice Principals	29.0
Secondary Teachers	
➢ at schools(includes 42.668 learning resource teachers)	1161.34
➢ at Jackson High	3.0
➢ at Facilities	33.5
Secondary Consultants	6.0
Special Assignment	4.0
VP - Special Assignment	2.0
Secondary - Continuing Education - Principal	1.0
Continuing Education Teacher	1.0
Secondary - Staff on Loan	4.0
Secondary - ESL Itinerant	2.0
Dev. Del. Resource	1.0
S.A.L.E.P.	1.0
Special Class Teachers	to come

5. STUDENTS

Elementary (as of October 31, 1998)

JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP CL
2551	3837	4243	4148	4093	4158	3874	3951	3991	4032	1087

TOTAL ELEMENTARY **39,965**

Secondary (as of October 31, 1998)

GR 9	GR 10	GR 11	GR12	OAC	SP CL
5743	3774	3797	4275	1675	176

TOTAL SECONDARY (including alternative education) **19,440**

10(a)-6 "INFORMATION"

SPECIAL EDUCATION ELECTRONIC INFORMATION PACKAGE: INDIVIDUAL EDUCATION PLAN (IEP)

DRAFT

The special education electronic information package is a comprehensive collection of special education forms, including the Individual Education Plan, as well as documentation required for the Identification, Placement and Review Committee process. It is used in conjunction with FileMaker Pro 3.0, which is available to all schools through a licensing agreement by the Ministry of Education and Training. The package was developed by a committee consisting of special education consultants and learning resource teachers from both secondary and elementary panels, with input from school administrators, special class teachers, and personnel from the Board's Information Technology Department. It has been updated from a program that had been used in the former Hamilton Board of Education.

The package will provide teachers with a data management system for record keeping, tracking and special education forms that integrates with the Individual Education Plan for exceptional students and for non-exceptional students for whom an IEP is beneficial. It will be used by secondary resource teachers, elementary resource teachers, secondary special class teachers, elementary special class teachers, special day school teachers, and will also be available to regular classroom teachers in collaboration with the special education team at each school.

In order to assist teachers, the committee is developing and setting procedures for use of the Individual Education Plan under provisions and guidelines of the Ministry's IEP Resource Guide and Regulation 181. The package includes a database of expectations outlined in the Ontario Curriculum, as well as needs and strategies required in IPRC documentation.

After further testing and consultation with stakeholders, the package will be available to schools to download via the Hamilton-Wentworth District School Board's Internal Webspace, with assistance from the Board's Information Technology Department. The committee, along with the Board's Special Education Department, will organize and conduct a series of inservices to assist with implementation and use of the package. A manual will also be developed and issued to schools. The committee will continue to review the package in order to address the needs of teachers and the students to whom they provide service.

10(a)-7

The Hamilton-Wentworth District School Board

Individual Educational Plan

Student | *Date of Birth* | *Identification Number*

IPRC Identification : *Current Exceptionality* | *Placement* | *Code* | *Grade / Class*

Dates: Initial I.P.R.C. | *IEP Initiation Date* | *Current Psych. Assessment* | *Home School*

I.E.P. Prepared By :

Special Education Services Involved

Personalized Special Instructional Equipment / Related Health Issues

Areas of Strength

Areas of Need

General Classroom Accommodations

Parent / Gaurdian / Student 18 years of age or older Signature | *January 26, 1999* | *Principal:*

10 (a) - 8

The Hamilton-Wentworth District School Board
Individual Educational Plan

Student | *Date of Birth* | *Identification Number*

Curriculum Overview

Assessment Data

Educational Expectations	*Evaluation*	*Accommodations, Strategies, Resources*
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	
	R 1 2 3 4 ○: ○: ○: ○: ○:	

10(a) - 9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, HAMILTON, ONTARIO
P.O.BOX 2558 L8N 3L1
TELEPHONE: (905) 527-5092
FAX : (905) 521-2538

Transition Plan

Goals

Action	*Responsibility*	*Timeline*

Parent / Gaurdian or Older Student (age 16 or older)

- ☐ I was consulted in the development of this IEP
- ☐ I have received a copy of the IEP

Comments:

Signature _____ Date _____

10(a)-10

ASSESSMENT INFORMATION

Pupil: | | S.I.D. | D.O.B.

Educational Progress

O JK O SK O 1 O 2 O 3 O 4 O 5 O 6 O 7 O 8 O 9 O 10 O 11 O 12 O OAC

Type of Assessment	Fall	Winter	Spring

10(a)-11

"INFORMATION"

revised January, 1999

draft

GUIDELINES FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETINGS (School and System)

- *The following pages outline the practices and procedures for school and system IPRCs. As revisions are made from time to time, schools will receive an updated copy.*
- *The term 'IPRC' throughout these guidelines refers to both Initial and Review IPRCs.*
- *Much of the information is a summary of the requirements as stated in Regulation 181/98: Identification and Placement of Exceptional Pupils.*
- *Regulation 181 replaces Regulation 305.*
- *In these guidelines, Regulation 181 requirements are referenced in [ ].*
- *For more in-depth information, please refer to the complete Regulation.*

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Notification of Meeting

1. The term 'parent' includes 'guardian' [I (1)]. The principal is to confirm legal guardianship of the pupil.

2. A ***written*** Notification of Meeting form must be given to the parent of the pupil and to the pupil, if the pupil is 16 years of age or older [I 5(5)].

3. The principal will determine the person(s) responsible for sending copy(ies) of the written Notification of Meeting form and for placing the original in the pupil's OSR.

4. This written Notification of Meeting form must be given at least 10 working days prior to the date of the IPRC [I 5(5)].

5. If the Notification of Meeting form is being sent by mail, it must be mailed at least 17 days prior to the IPRC [I 3(1),(2)].

6. The bottom section of the Notification of Meeting form is to be signed by the parent(s), returned to the school and attached to the OSR original.

10(a)-12

revised January, 1999

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Establishment of Committees
Committee Procedures
(School and System)

1. Each Identification, Placement and Review Committee must have at least three members [II 11(1)].

2. One member must be:
   a) a principal OR
   b) a supervisory officer.

   The principal or supervisory officer may designate a person to act in his or her place as a member of the IPRC without the approval of the board. The only people who can be designated to act in the place of a principal or a supervisory officer are another principal or supervisory officer. [II 11(3), (4)].

   EXCEPTION: Until Ministry clarification is received, if the principal is not available, s/he may designate a Vice-principal. On the IPRC Statement of Decision form it must clearly state that the Vice-Principal is the Principal's Designate.

3. The principal of the school at which a pupil is enrolled:
   a) may on written notice to a parent of the pupil; and
   b) shall at the written request of the parent of the pupil,
   refer the pupil to an Identification, Placement and Review Committee [IV 14 (1a,b)].

4. Within 15 days of informing a parent in writing of the intent to hold an IPRC, the principal shall provide the parent with:
   a) a written statement of the (approximate) date of the IPRC,
   b) a copy of the Parents' Guide (for an initial IPRC) [[IV 14 (6a,b,c)], and
   c) a copy of the completed IPRC referral package.
   Note: In most cases, the written intent is provided by the Notification of Meeting form.

draft

5. Within 15 days of receiving a written request from a parent, the principal shall provide the parent with:
a) written acknowledgment of the request,
b) a written statement of the (approximate) date of the IPRC,
c) a copy of the Parents' Guide (for an initial IPRC) [IV 14 (7a,b,c)], and
d) a copy of the completed IPRC referral package.
Note: In most cases, the written statement of the date of the IPRC is provided by the Notification of Meeting form.

6. An IPRC shall obtain and consider an educational assessment of the pupil [IV 15(1)].

7. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(2)].

8. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(3)].

9. Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil. A parent of the pupil has a right to be present at the interview [IV 15(4),(5)].

10. The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil [IV 15(6)].

11. The committee shall consider any information submitted to it that it considers relevant [IV 15(7)].

12. As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to:
a) a parent of the pupil, and
b) the pupil, where the pupil is 16 years of age or older [IV 15(8a,b)].
NOTE 1: This does not apply to oral information submitted at the IPRC [IV 15(9)].
NOTE 2: The chair will provide the information through the school. The school is responsible for providing parents with a copy of the completed IPRC referral package prior to the IPRC.

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13. At the IPRC, the committee may:
a) discuss any proposal for special education services or special education programs and SHALL do so at the request of a parent or a pupil who is 16 years of age or older, [IV 16(1)], and
b) make recommendations regarding special education programs and special education services [IV 16(2)].

14. The IPRC shall not make decisions about special education services or special education programs [IV 16(4)].

15. An IPRC may be held after a placement has been in effect for three months but may not be made more often than once in every three month period. [V;21(2)].

16. For a Review IPRC, the committee shall consider the pupil's progress with reference to the pupil's IEP, with written permission of a parent of the pupil [IV 23(2)].

17. A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the Review IPRC to the principal of the school at which the special education program is being provided [IV 21(3),(4b)].
The principal is to ensure that the parent is aware of the right to a Review IPRC within each school year but that the parent may dispense with it if desired. If the parent wishes to dispense with a Review IPRC, the principal is to coordinate the completion of the written NOTICE TO DISPENSE WITH A REVIEW IPRC form. The original is to be placed in the OSR and one copy is to be sent to Special Education Services, Education Centre. If a parent wishes to dispense with the Review IPRC, the principal may still convene an IPRC. In either case, the Individual Education Plan (IEP) shall continue to be reviewed and updated on a regular basis, as outlined in the next section "Individual Education Plans".

10(a)-N

revised January, 1999

draft

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Identification and Placement Decisions
(School and System)

1. A parent and a pupil 16 years of age or older are entitled:
   a) to be present at and participate in all IPRC discussions about the pupil; and
   b) to be present when the IPRC's identification and placement decisions are made [I 5(1a,b)].

2. A parent and a pupil 16 years of age or older have the right to have a representative present at an IPRC for support [I 5(3)].

3. When making a placement decision, the IPRC shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
   a) would meet the pupil's needs; and
   b) is consistent with parental preference [IV 17(1a,b)].

4. If, after considering all of the information that it considers relevant, the IPRC is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class [IV 17(2)].

PARENTS' GUIDE

1. A revised Parents' Guide is currently being developed.

2. In the meantime, schools are to use the existing Parents' Guide.

3. Copies of the Parents' Guide are to be kept at each school. A copy is to be sent home with each Initial IPRC Notification of Meeting form [IV 14(6a)].

4. Schools are also encouraged to give parents a copy during the process leading up to a possible IPRC.

10(a)-16

revised January, 1999

draft

INDIVIDUAL EDUCATION PLANS

1. For each exceptional pupil, there must be an Individual Education Plan (IEP) [I 6(2)].

2. The IEP must include:
   a) specific educational expectations for the pupil;
   b) an outline of the special education program and services to be received by the pupil; and
   c) a statement of the methods by which the pupil's progress will be reviewed [I 6(3a,b,c)].

3. Where the pupil is 14 years of age or older, the IEP must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living. This does not apply for a pupil identified as exceptional solely on the basis of giftedness [I 6(4) (5)].

4. In developing or reviewing/updating a plan for transition as outlined in #3, the principal shall consult with such community agencies and post-secondary educational institutions as s/he considers appropriate. [I 6(7)].

5. In developing or reviewing/updating the IEP, the principal shall:
   a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
   b) take into consideration any recommendations made by the committee regarding special education programs or special education services [I 6(6a,b); I 7(3a,b)].

6. Within 30 days of placement of the pupil in the special education program by an IPRC, the principal shall ensure:
   a) that the IEP is completed or reviewed/updated;
   b) a transition plan is included where required;
   c) a copy is sent to the parent and to the pupil who is 16 years of age or older; and
   d) that the IEP is included in the pupil's OSR unless the parent objects in writing [I 6(8)]; [I 7(7a,b,c); I 8].

7. For more detailed information and a sample of both an IEP and Transition Plan, refer to the Ministry <u>Individual Education Plan (IEP) Resource Guide 1998</u>.

10(a)-17

revised January, 1999

draft

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Statement of Decision Form
(School and System)

1. The school team will complete Page 3 of the Statement of Decision form ("Statement of Strengths and Needs") prior to the IPRC.

2. The IPRC committee may make revisions to Page 3 ("Strengths/Interests" and "Needs/Strategies to Address Needs") to reflect information presented at the meeting.

3. Refer to pages 18-19 of the Individual Education Plan Resource Guide 1998 from the Ministry of Education and Training for sample wordings of need statements.

4. The chair will determine who will complete pages 1 and 2 of the Statement of Decision form as part of the IPRC deliberations.

5. The chair of the IPRC will ensure that the Statement of Decision form is completed accurately.

6. As soon as possible after the IPRC, the original Statement of Decision form will be given to the principal to be filed in the pupil's OSR, with a copy to:
   a) the parent(s),
   b) the pupil, if 16 years of age or older, and
   c) Special Education Services, c/o special education secretary at the Education Centre ([IV 18(1a,b,c,d);[V 23(3a,b,c,d)].

7. At a system IPRC, the special education consultant who chaired the meeting will take a copy of the Statement of Decision form with parent's signature OR the principal will obtain the parent's signature and send a copy of the Statement of Decision form to the IPRC chair.

8. Once a parent has signed to consent to a special class placement, the student will be placed in a special education class or on a waiting list.

TRANSPORTATION REQUESTS

For those students who are eligible to receive transportation to and from a special class or special day school, it is the responsibility of the **sending** principal to make arrangements with the transportation department. A final decision regarding responsibility for requesting transportation will be made by June, 1999.

revised January, 1999

SCHOOL
IDENTIFICATION , PLACEMENT AND REVIEW COMMITTEE

(A) SCHOOL INITIAL IPRC

1. Purpose
   - To consider if a non-exceptional student meets board criteria to be identified as exceptional.
   - To make a decision for special education placement if a student is deemed to be exceptional. (The only placement decision at a school Initial IPRC is **REGULAR CLASS**.)

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Special Education consultant or coordinator.
   - at least 2 other board approved persons, as determined by school principal (one MUST be a Principal or a Supervisory Officer or designate).

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- The school's special education consultant is to be part of the process leading to the Initial IPRC.
- Schools will send the special education consultant the two-page IPRC Information Profile and the IPRC "Statement of Strengths and Needs" (page 3 of IPRC Statement of Decision form) prior to the initial IPRC.

3. Location
   - Student's current school

(B) SCHOOL REVIEW IPRC (for exceptional students whose placement is REGULAR CLASS)

1. Purpose
   - To review at least annually the identification and placement for an exceptional student whose placement is REGULAR CLASS (The only placement decision at a school review IPRC is **REGULAR CLASS**).

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - One principal OR a Supervisory Officer or designate.
   - At least 2 other board approved persons, as determined by school principal.

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- If a student's identification is to be changed, the special education consultant must be an IPRC member.
- If the student is to be deemed non-exceptional, the special education consultant may be an IPRC member.

3. Location
   - Student's current school

draft

10(a)-19

revised January, 1999

SYSTEM
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A) SYSTEM INITIAL IPRC

1. Purpose
   - To consider if a non-exceptional student meets board criteria to be identified as exceptional OR
     To review identification for an exceptional student.
   - To make a decision for special education placement if a student is deemed to be exceptional.

Note:
- Placement options for an initial system IPRC to consider for an exceptional student:
  * Regular Class * Special Class * Special Day School

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Special education consultant or coordinator (chair)
   - A principal, supervisory officer or designate
   - One of: special education consultant or coordinator, principal, supervisor of Communication Services or Psychological Services or Social Work Services

Notes:
- A principal on a system IPRC cannot be the sending or potentially receiving principal.
- Principals will be selected from a pool of volunteers.
- Special education department will decide on the composition of the IPRC.

3. Location
   - Central site(s) to be determined by the special education department.

B) SPECIAL CLASS REVIEW IPRC

1. Purpose
   - To review at least annually the identification and placement for an exceptional student whose placement is SPECIAL CLASS or SPECIAL DAY SCHOOL.

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Refer to the accompanying chart.

3. Location
   - Refer to the accompanying chart.

draft

10(a)-20

revised January, 1999

draft

IDENTIFICATION CRITERIA

1. The IPRC is to use the board approved interim criteria for identification to decide if a student meets criteria to be identified as an exceptional student.

2. A student may be identified in 2 discrete areas of exceptionality if the student meets the board approved interim criteria for each. This student is considered to have a DUAL exceptionality. Both exceptionalities are to be listed on the IPRC determination form. If one exceptionality is more significant than the second one, the more significant one will appear first and is the one which will be entered into the computer system.

3. Identification of a student as MULTIPLE is not be confused with a dual exceptionality. Refer to the Ministry definition and to the board's Interim criteria for MULTIPLE. If you have any questions about whether to identify a student as MULTIPLE, contact your special education consultant.

NOTE: The board approved interim criteria for identification will be reviewed for possible revisions by May, 1999.

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETINGS

TYPE	POSSIBLE IDENTIFICATION DECISION	POSSIBLE PLACEMENT/ PROGRAM DECISION	IPRC CHAIR	REQUIRED MEMBER (per Reg. 181)	OTHER POSSIBLE MEMBERS	SITE	ROLE OF CONSULTANT
SCHOOL INITIAL	Non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL INITIAL	From non-exceptional to exceptional	Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	No change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SCHOOL REVIEW	Change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	Must be on IPRC
SCHOOL REVIEW	From exceptional to non-exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/Sp ed T/SO/VP/G	*School	May be on IPRC
SYSTEM INITIAL	Non-exceptional	N/A	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	From non-exceptional to exceptional	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	Change of identification	Reg Class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	No change of identification	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement or program	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	Change identification	No change of placement or program	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Must be on IPRC
SPECIAL CLASS REVIEW	Change identification	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change to Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	From exceptional to non-exceptional	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change from Sp class to Special day school Change from Special day school to Special class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	Change from Special class to Special day school Change from Special day school to Special Class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC

10(a)-21

KEYS:
Placement - Regular class, Special class, Special day school
Program - type of special class
Pr - Principal **Cons** - Special education consultant **Coor** - Special education coordinator **Sp ed T** - Special education teacher **SO** - Supervisory Officer **VP** - Vice-principal
G - Guidance head (Secondary) **Sup/Supervisor** - Supervisor of Communication/Psychological/Social Work Services
* School sets schedule for IPRC(in conjunction with Special education consultant if member of IPRC)
** IPRC schedule and central site are organized by Special Education Services according to System IPRC dates; 3 copies of System IPRC referral to be sent to Special Education Services by deadline.

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THE SPECIAL EDUCATION PLAN

INFORMAL APPROACHES TO SOLVING PROBLEMS PRIOR TO IPRCS

Prior to considering the IPRC, the school and its special education resources will endeavour to help the pupil meet the expectations of the Ontario Curriculum. If the student is unable to meet the required expectations, a series of school meetings would take place to problem solve programming issues. If further consultation is required a system meeting could be held for input from System Support staff and community personnel. If it is decided at this time that special education programming is required, a decision could be made to proceed to the IPRC.

IPRC process (per Regulation 181)

1. Informing Parents:
   (a) At least 30 days prior to the date of IPRC the presenting school is notified.
   (b) At least 10 days in advance of the meeting, through the school, the parent of the pupil will receive written notification. If the notification of meeting is sent by mail, it must be mailed at least 17 days prior to the IPRC date.
   (c) The school is to inform the parent(s) and/or the pupil of the Special Education Advisory Committee.
   (d) Along with the notification of an initial IPRC the parent of the pupil is to receive the Parents' Guide in appropriate format.

2. Parent Involvement:
   (a) The parent of the pupil is to have input into the development of the IPRC package, which is submitted to the chair of the committee, and to receive a copy of the final package.
   (b) The parent of the pupil is to be present at and participate in all committee discussions about the pupil and to be present when the decision of the committee is made.
   (c) The parent may request the attendance of others at the IPRC meeting.
   (d) If the parent agrees with the decision, they will be asked to indicate, by signing their name(s), that they agree with the decision.
   (e) If the parent does not agree with the decision they have, within 15 days of receipt of the decision to give written notification to the secretary of the board.

3. Gathering Information:
   Upon making the decision to go to IPRC, the school is to begin gathering information for the IPRC. Information gathered is to include:
   (a) education background
   (b) system meeting of IPRC documentation
   (c) parent Information form
   (d) medical or outside Agency reports, as appropriate
   (e) standardized test/reports
   (f) curriculum-based assessment, diagnostic tests and checklists
   (g) report Cards
   (h) work samples
   (i) statement of Strengths and Needs

4. Identification:
   The IPRC's written Statement of Decision will state:
   (a) whether the IPRC has identified the student as exceptional
   (b) where the IPRC has identified the student exceptional; The categories and definitions of any exceptionalities identified according to the criteria of the Hamilton-Wentworth District School Board.

5. Recommending Placement:
   (a) The IPRC will decide in favour of placement in a regular class with special education services if the committee is satisfied that placement in a regular class will meet the students needs and that such a decision is consistent with the parents' preferences.
   (b) If the committee decides that the student should be placed in a special education class then the committee must state the reasons on the Statement of Strengths and Needs.
   (c) In making their decision, the committee must take into consideration the board's criteria, the needs of the student, the wishes of the parent and the recommendation of the referring school.
   (d) The decision of the committee will be stated on the Statement of Decision.

6. Statement of Needs:
   The Statement of Strengths and Needs should:
   (a) include individualized statements addressing academic, behavioural and/or physical needs,
   (b) be completed by the referring school with parent and/or student input,
   (c) be included in the IPRC package,
   (d) be reviewed at the IPRC,
   (e) revised at the IPRC, if necessary.

7. Review IPRCs:
   A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
   A Review IPRC considers the same information as an Initial IPRC.
   The committee will review:
   (a) the progress the student has made in relation to the IEP, with parental permission,
   (b) the placement and identification and decide whether they should be continued or whether changes should be made.

8. Requests for interim reviews:
   A review IPRC may occur if:
   (a) the student's placement has been in effect for three months but may not be made more often than once in every three month period, and
   (b) written notification to the parent of the pupil by the principal or parent of the pupil to the board is provided.

9. Meeting with parents prior to rendering the decision to the board:
   The IPRC will render its decisions, of identification and placement to the parent(s) prior to any decisions rendered to the board. As soon as possible after the IPRC meeting, the chair shall send a copy of the Statement of Decision to:
   (a) the parent(s)
   (b) the pupil, if 16 years of age or older
   (c) special Education Services
   (d) the principal who made the referral for the OSR.

10. Communicating decision to board.

11. Process: The following guidelines have been prepared to assist schools to conduct the IPRC process in accordance with Regulation 181.

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THE SPECIAL EDUCATION PLAN

Draft

APPEAL PROCESS

Mediation Options

The following steps will be offered to parents in the event that they wish to consider an appeal as per Regulation 181:

STEP:

1. Chair of the IPRC will offer to re-convene the members of the committee so that the parents can share their concerns. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

2. If parents are satisfied with the results of the informal meeting, this mediation process will be discontinued.

3. If parents are not satisfied with the results of the informal meeting, or do not wish to have the informal meeting described in Step 1, the board will offer the parents an opportunity to discuss their concerns with an impartial mediator who has no previous knowledge of the case and who has a background in special education. The chair of the IPRC will coordinate this meeting. Expenses of the mediator will be paid by the board.

4. If parents wish to have this meeting, it will occur _____.

5. If parents are satisfied with the results of the meeting with the mediator, this mediation process is complete.

6. If parents are not satisfied with the results of the meeting with the mediator, or do not wish to have the meeting described in Step 3, the appeal process as described in Regulation 181 will begin.

Process

The appeal process will occur as outlined in Regulation 181.

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THE SPECIAL EDUCATION PLAN

PROVINCIAL AND DEMONSTRATION SCHOOLS CRITERIA FOR APPLYING FOR PLACEMENT:

The following criteria are used for applying for placement:

- all appropriate and available programs and services available in the board have been utilized but the student is still experiencing significant academic delays
- the student's parent(s) are in support of the application
- the school's special education consultant has been involved in the decision-making process to apply to a provincial or demonstration school
- an IPRC has recommended an application to a provincial or demonstration school
- the school has discussed the possible application
- the board's special education coordinator
- the school is responsible for compiling the application package
- the special education coordinator is responsible for submitting the application package to the provincial or demonstration school
- the special education coordinator acts as board contact with provincial or demonstration school.

10(a)-27

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THE SPECIAL EDUCATION PLAN

Draft

SCHOOL SUPPORT

1. VIOLENCE-FREE SCHOOLS POLICY

Both former Boards have policies in place for Violence-Free (Safe) Schools. These policies remain in place. A Superintendent has been given the portfolio for Violence-Free Schools Policy. Social Work Services will remain active in supporting the schools in their violence reduction programs, services, and curricula.

2. CRISIS TEAM

The Board has Crisis Response personnel in place.

3. SALEP

The Board has a SALEP Committee, which hears applications from parents and student on a bi-monthly basis. In addition, the Board has a SALEP Centre which provides programming (academics, life skills, and work skills) to students on SALEP. This program is supported by a teacher and a social worker, and further enhanced by two SALEP counsellors (job coaches) through a grant from Human Resources Development Canada.

4. PEER SUPPORT

There are numerous peer supports offered in the schools. Many of the programs are developed within the schools by the school staff with senior students working with younger students in the areas of Math and/or Language Arts. There are also programs across elementary and secondary schools where students from the high schools tutor and support the elementary students. In addition, there are system supports such as Peer Mediation (in conjunction with Chedoke-McMaster Hospital) and Mentoring (in partnership with Big Brothers).

5. VOLUNTEERS

School makes extensive use of volunteers. While there are Board policies, the schools make use of volunteers in the manner that they determine the needs can be best met.

The School Board has social workers that provide support to all students in the schools who have attendance, behavioural, emotional, social needs that are interfering with their schooling.

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THE SPECIAL EDUCATION PLAN

COMMUNICATION

The Parents' Guide provides a comprehensive overview of special education, Individual Education Plans, the I.P.R.C. process, the appeal process and avenues of assistance for parents. Schools will be encouraged to provide parents with a copy if it appears that their child might require special education support.

Our Special Education Advisory Committee members are available to assist parents in matters related to special education programs and services.

The former county S.E.A.C. prepared a large poster advertising the role of S.E.A.C. Principals were requested to place the poster in a prominent location in the school.

At school and system meetings it is expected that school and support staff will discuss available programs and services.

Upon request, special education consultants and coordinator staff will provide inservice to a variety of school and community groups. Inservice this year has given to:

- elementary and secondary principals
- elementary and secondary teachers
- S.E.A.C.
- Instructional Services Staff
- Representatives from preschool agencies
- Section 19 teachers
- Association of Agencies for Treatment and Development (AATD)
- McMaster University Occupational Therapy students
- parents of preschool children.

10(b)

HAMILTON-WENTWORTH
DISTRICT SCHOOL
BOARD

MEMORANDUM

from Wayne Joudrie
Superintendent of Education
527-5092, ext. 2323
email: wjoudrie@hwdsb.on.ca

January 29, 1999

TO: Marguerite Botting

RE: 'TUTORS IN THE CLASSROOM" PROGRAM

Attached, please find copies of the Ministry documents describing "Tutors in the Classroom". The description that Veronica Lacey used is: "support the work of the teacher through activities such as serving as tutors in the classroom, introducing students to new technologies, assisting with special projects and updating materials for teachers."

We have not participated in the program in the past. As a result, I cannot speak definitively about what the specifics of the tutors role would be. We are currently canvassing principals to see if there is an interest in school participation. Part of the contract with the "tutors" will be a site-by-site determination of the kinds of services that will be provided.

Clear direction will be given that tutors are not to do work that would normally be assigned to Board employees (ie. EA's, Technicians, Clerical, Teachers).

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Wayne

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W. Jourdrie.

Ministry of Education and Training
Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation
Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

December 17, 1998

OFFICE OF THE

DEC 17 1998

DIRECTOR OF EDUCATION

Merv Matier, Director
Hamilton Wentworth DSB
100 Main St. W. P.O. Box 2558
Hamilton, ON L8N 3L1

Dear Merv Matier:

Re: Tutors in the Classroom Program (Approval No: TCP054/98)

Thank you for your recent application for funding in the "Tutors in the Classroom Program". I am pleased to inform you that your board has been approved to receiving funding for 15 placements.

The Ministry will provide 50% of the salary and benefits of eligible postsecondary students employed in the program to a maximum of $1,000 per individual. The board's share of the salary and benefits can be funded through the Foundation Grant.

As indicated by ministry staff to Irene Drozd of your board, a cheque in the amount of $8,000 ($15,000 for the newly approved placements, less $7,000 in adjustments reflecting unutilized amounts from the Wentworth County B of E program in 1997) will be forwarded to your board under separate cover.

As was the case last year, boards will be required to provide a report with the following information by April 30, 1999:

- names of students hired under this program
- postsecondary institution and program in which the student is enrolled
- total salary and benefits paid to each student
- a brief outline of results of the program
- ideas for improving the program in the future.

The information provided in these reports will be used to assess the program and develop appropriate modifications for implementation in future years.

If you have any questions, please contact Brenda Appelt at 1-807-475-1330.

Drew Nameth
Director
Capital and Operating Grants Administration Branch

10(6)-2

Ministry of Education and Training
Ministère de l'Éducation et de la Formation
Ontario

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Téléphone (416) 325-2180
Télécopieur (416) 327-9063

Deputy Minister
Sous-ministre

Key
Marguerite
Ken W
Betty
Don

MEMORANDUM TO: Directors of Education
Secretaries of District School Authorities
Director, Provincial Schools Branch

FROM: Veronica Lacey

DATE: August 4, 1998

SUBJECT: **Tutors in the Classroom Program**

My memorandum of May 22, 1998 provided information about the "Tutors in the Classroom Program". This program continues to assist school boards to hire postsecondary students enrolled in mathematics, science, applied science and technology programs in Ontario colleges and universities to participate in elementary or secondary classrooms in local schools. The students support the work of the teacher through activities such as serving as tutors in the classroom, introducing students to new technologies, assisting with special projects, and updating materials for teachers. The Ministry will provide 50% of the salary and benefits of eligible postsecondary students employed in the program to a maximum grant of $1,000 per individual. The board's share of the salary and benefits can be funded through the Foundation Grant.

Boards that had submitted their requests by June 5, 1998 will receive, under separate cover, an approval for the total placements requested. These approvals will result in students being hired for approximately 50% of the total spaces.

In order to ensure that the maximum number of students are placed in the 1998/99 school year, I am inviting you to again submit your intention to participate in the Tutors in the Classroom program. Please complete the enclosed application form and return by FAX by **October 1, 1998 (nil reports are requested).** You will be informed of your allocation as soon as possible, at which time the Ministry's funds will be forwarded to you.

.../2

If you have any questions regarding this program, please contact your District Financial Officer.

Thank you for your cooperation.

Veronica Lacey
Deputy Minister

Enclosure

cc: Presidents, Colleges and Universities

.10(c)

In Case of Transmission Difficulties, Please Call 416-863-2101

Please Deliver To: (21) Hamilton-Wentworth District School Board

M. Botting.

REGD/RECEIVED 20 -01- 1999

Ministry of Education and Training
Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation
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Ontario

OFFICE OF TH

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DIRECTOR OF EDUCA

MEMORANDUM TO: Directors of Education
Secretaries of Schools Authorities

FROM: Larry Langdon
Director, Operations and Field Services Branch

DATE: January 18, 1999

RE: Intensive Support Amount Funding for In-Year Students, Transferees, and In-Year Claims for Equipment

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Information on portability is provided to you as a follow up to the Deputy Minister's Memorandum on the Special Education Intensive Support Amount Funding, October 29, 1998.

Portability for ISA Level 2 and Level 3 funding will be based on students approved as meeting the ISA eligibility criteria who transfer from one board to another in-year. No new students may be claimed. Funding will be based on the students who are in attendance at boards on October 31, 1998 and March 31, 1999.

In order to obtain complete information from boards, we have attached three forms required for the application for funding. Form I focuses on students who were in attendance on October 31, 1998 who had been previously claimed by another board, while Form II collects information on students listed on the claim submitted by the board on June 15, 1998 who are in attendance at another board in Ontario on October 31, 1998. Please complete Forms I and II for the October 31 grant date and submit by January 31, 1999 to the District Finance Officer assigned to your board. Additional forms will be provided in the future to gather the information for the March 31, 1999 period.

Form III is provided for additional claims for equipment. Funding for equipment (ISA Level 1, will continue to be provided for any exceptional student to the extent that the calculated amount for all boards does not exceed the total provincial allocation. A review of ISA Level 1 claims will be conducted January 31, 1999 and April 30, 1999. The criteria for ISA Level 1 claims is outlined in the Resource Manual for the Special Education Grant Intensive Support (ISA), May 15, 1998. ISA Level 1, requests for the entire amount of the equipment, along with invoices showing the student number of the person assigned the equipment should be submitted by January 31, 1999 to the District Finance Office for approval. Please note that the claims submitted will be reduced in the amount of $800 per pupil by the District Finance Officer.

Adjustments to funding for Levels 1,2 and 3 will be made in the transfer payment process. Please address any questions or concerns to the District Finance Officer assigned to your board.

Larry Langdon
Director
Operations and Field Services Branch

Burlington Spectator 99.02.04 10(d)

Contracting eyed for special ed jobs

By CAROLYNNE WHEELER
Education reporter
The Spectator

Social workers and psychologists in Halton's public schools have been warned that the school board is considering contracting out their services to save money.

A letter obtained by The Spectator was sent to 55 professional student services personnel in mid-December to inform them that "outsourcing of services" will be looked at during a review of special education this spring to make programs "more cost efficient and effective."

Social workers, psychologists, child and youth counsellors and speech pathologists are among the professionals under review.

"It does not signal an intent to do a mass layoff of the group. It does not even signal an intent to pursue contracting out, or outsourcing, on a large scale," said Paul Anthony, superintendent in charge of human resources with the Halton District School Board.

"Absolutely no decisions have been made until we've had a little better look at it. But we do feel we have to look at it as a potential alternative to delivering some of the services."

Anthony said the board is experimenting with contracting out one position, a speech pathologist, after a retirement earlier this year. At issue for the board is finding ways to get the most bang for its buck, given the finite amount of money set aside under a new provincial funding method for special education programs.

The board received $27 million for special education this year, nearly $6 million less than budgeted for in previous years. In the past, contracting out has been used to save money on cleaning schools.

REVIEW continued: N5

REVIEW: Workers fear loss of jobs

Continued from N1

The union, however, fears contracting out as a threat to the jobs of employees. Union leader Ross Plant said the letter came without warning.

"It came as a surprise to all of us, me included," said Plant, president of the Professional Student Services Personnel unit of Halton's secondary teachers. The unit falls under the umbrella of the Ontario Secondary School Teachers' Association.

"The staff didn't understand why they were receiving the letter or what the letter meant."

Plant said staff also worry students' care will be compromised.

"Staff tend to take on a real sense of their work with people as more than a job. So they'll do the extra meetings, they'll do the extra work in the schools, they'll do more than just the contracted number of hours," Plant said. "Staff have a primary loyalty of working with an employer over a long period of time, or to the school or to the kids. Whereas with someone who's on contract, (he or she) is always thinking about the next contract."

The chairwoman of the board's special education advisory committee is also concerned.

"Our biggest concern would be maybe the continuity of service from the students' point of view . . . Will that (staff) person change more often with contracting out?" said Sylvia Langlois.

Anthony said the board is aware of the extra work provided by its staff, and said any financial savings will have to be compared with the loss of any after-school programs, for example.

He referred further questions about the upcoming special education review to superintendent of education Brenda Kearney, who did not return phone calls.

However, a first draft of how special education programs will be delivered in the future will be released next week. Plant expects it to contain more information about whether the board will proceed with contracting out.

The plan will be reviewed by the board's special education advisory committee and must be approved by the board before going on to the Ministry of Education, where it is due by mid-May.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING

May 21, 1999

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(B. Shepard [Chair]; Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, C. Shackell, V. Kerr Jaskiewicz, B. Nabuurs, R. Peters, B. Pupols, B. Shields, D. Stupple, C. Vidic,
C. Vlahovich and V. Wylson-Sher)

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, May 26, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An agenda is attached.

Yours truly,

M. Matier
Director of Education and Secretary

Atts.

Notice sent to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard	- **SEAC Chair**
V. Wylson-Sher	- **SEAC Vice-Chair**

Elected Officials of the Board

Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell, Catherine
B 523-6760 H: 628-0623

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Nalda
B: 385-5391 or 521-2100 Ext. 7416
H 522-5413
Matson, Mark [Alternate]
B 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B 523-8600 Ext 2150
MacKinnon, Barbara [Alternate]
B 523-8600 Ext 3609
H 627-7775

Ontario Psychological Association
[Vacant]

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H 387-4182
Jackson, Kathi [Alternate]
H 304-7878

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
Superintendent of Instructional Services

Harper, Nancy
Special Education Co-ordinator

Hamilton-Wentworth Elementary Teachers' Local
Crechiola, Sharon
c/o Queensdale School

PC-21 Principals' Council

Dowling, Wilma
c/o Education Centre

Hamilton-Wentworth Principals' Association
Moncur, Gary
c/o Memorial School (County)

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax – 521-2544

Revised: 4/21/99

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
May 26, 1999

Location: Board Room, Education Centre — **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda
3. Approval of the minutes – April 28, 1999
4. Remarks – Chair

5. **New Business**
   - (a) Early Identification Process — L. Howarth McCue
   - (b) Consolidation Plan for Special Classes — N. Harper/E. Hipkiss
   - (c) Process for ISA — N. Harper/E. Hipkiss
   - (d) Over 21 Proposal — N.Harper/B.Morrallee

6. **Special Education Report**
   - (a) Revised SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan — B.Shepard
   - (b) Glenwood/Fairview Move — N. Harper
   - (c) Status of Itinerant Teachers — N. Harper

7. SEAC Letter to the Ministry of Education and Training regarding concerns with policies and practices in special education — R. Peters

------ FIVE-MINUTE B R E A K -------

8. **Business Arising from the Minutes**

9. **Updates**
   - (a) Members
   - (b) Committees

10. **Correspondence**
    - (a) Hamilton-Wentworth Community Care Access Centre re Request for Proposals Process for Therapy Services
    - (b) Special Education – Sir Wilfrid Laurier Public School

11. **Distribution**
    - (a) B. Shepard and A. Kappheim, Association for Bright Children, re future of special education classes for gifted children

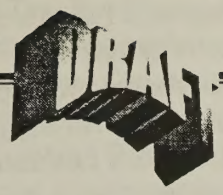
12. **Adjournment**

Future Meetings

Regular Board	Thursday, May 27, 1999	8:00 p.m.
Education Committee	Wednesday, June 2, 1999	7:00 p.m.
Board	Wednesday, June 9, 1999	8:00 p.m.
Business Committee	Thursday, June 17, 1999	7:00 p.m.
Board	Thursday, June 24, 1999	8:00 p.m.
Special Education Advisory Committee	**Wednesday, June 16, 1999**	**7:15 p.m.**

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

#5(a)



Policy No. 000

EARLY IDENTIFICATION PROCESS POLICY

Date Approved: 05/99

Projected Review Date: 05/01

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that all Junior Kindergarten and Senior Kindergarten Students participate in the Early Identification Process.

RESPONSIBILITY: Superintendent of Education with responsibility for Early Learning

DEFINITION: Early Identification is a process to identify the needs and abilities of early learners. It is designed to support the child and the classroom teacher by providing appropriate supports when necessary. The process includes a general screening of all pupils at entry, a finer screening of certain children and a full assessment of a few children.

INTERIM OPERATING PROCEDURES:

For this Procedural Model, plans have been prepared for children related to their previous education experiences. For the purposes of this manual, four classifications of pupils were considered:

1.0 Children registering in Junior Kindergarten and Senior Kindergarten who have had no previous school experience.

1.1 Early Identification Procedures for Junior Kindergarten Pupils

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities-Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September-Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.

- February- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- June- Anecdotal Report Card- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

1.2 Early Identification Procedures for Senior Kindergarten Pupils Without Junior Kindergarten Experience

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

2.0 Children continuing with their education in Kindergarten after having experienced Junior Kindergarten.

2.1 Early Identification Procedures for Senior Kindergarten Pupils With Junior Kindergarten Experience

- September-Delayed Enrolment to permit mandated School Visit for students without Junior Kindergarten experience (completion of Social History Form;

and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.

- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

3.0 Children entering at the Primary Division Level (Grade 1).

3.1 Early Identification Procedures for Pupils entering Grade One without Kindergarten Experience

- Spring (Pre-entry)- School Entry Meetings for Children who have not attended Kindergarten- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November-Optional parent observations are encouraged.
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification.
- Information sharing with the parents during interviews and written reports three times per year- classroom teacher.

4.0 Registration Procedures:

4.1 School office staff will ensure that the Student Registration Form is completed.

4.2 It is expected that the majority of beginning students will be registered in the spring preceding their first year of attendance.

4.3 It is not necessary to repeat the registration process for pupils attending Kindergarten who have already attended Junior Kindergarten and who have completed these forms previously.

4.4 A Parent Information Package is to be given out at this time - package should include

Public Health booklet (Kids Starting School), Speech and Language questionnaire, and any relevant school information (see checklist).

5.0 School Visits – Junior Kindergarten and Senior Kindergarten (Pre-Entry)

5.1 School visits of the Kindergarten children are arranged by the Teacher and/or secretary and usually take place within the first 6 school days of September.
5.2 The teacher obtains pertinent information about the child and the family, useful in understanding the child and assessing his/her developmental needs.
5.3 The teacher interacts positively with and observes the child using the Teacher Observation Form.
5.4 Guidelines for the interview are provided in the Procedure for September School Visit. It is hoped that this interview will give the teacher initial information about the child's attention span, receptive and expressive language ability, general level of comprehension, co-ordination, attitude, and general interests.
5.5 The Social History Form and the Teacher Observation Form are to be completed at this time for students who have not attended Junior Kindergarten.

6.0 Delayed and Staggered Entry

6.1 Delayed Entry in September occurs in order to provide Kindergarten teachers with time to assess those children with no previous school experience. Staggered Entry begins once all School Visits are completed.
6.2 There will be 6 days Delayed Entry for children with no previous school experience.
6.3 There will be a maximum of 2 days Delayed Entry for Senior Kindergarten children when more than 2/3 of the class has attended Junior Kindergarten.
6.4 ½ classes would be attend for one full session staggered on the following two days after the completion of school visits for half day every day programs, and four days for full day alternate day programs.

7.0 Kindergarten Orientation (Pre-Entry - June)

7.1 An orientation session for parents/guardians of children with no previous school experience will be held in the Spring (day or evening). This visit will promote an understanding of the Kindergarten program and the unique nature of each school.
7.2 The Kindergarten Teacher and the Principal can make arrangements for the children to visit the Kindergarten class, either in small groups or all at one time.
7.3 Presentations by support personnel could include: Secretary, Public Health, Speech and Language, Social Worker, Learning Resource Teacher, Educational Assistant, Home and School representative, Trustee
7.4 Checklists have been provided in order for schools to prepare for Kindergarten Orientation

8.0 The Kindergarten Year – Assessment Guide

8.1 In order to assist Kindergarten teachers with a uniform approach to the observation and assessment process for the Kindergarten year, a detailed form is provided. This Assessment Guide may be used throughout the school year to record the progress of each child.

8.2 In addition, this form may be instrumental in assisting the teacher in preparing for communication with parents and the Grade One teacher at the end of the Kindergarten year.

8.3 The use of the Assessment Guide is optional.

9.0 Support Services

9.1 If a teacher evaluates a student and believes that additional support is necessary for that student, the first step in procuring that support is a discussion with the child's parents or guardians and the in-school resources such as the Principal/Vice-Principal or Learning Resource Teacher. After an in-depth review, this team may decide that it is necessary to seek more specialized assistance from resources outside the school. The Principal may request assistance from Student Support Services.

9.2 If, as a result of the School Meetings, more specialized professional supports are required; referrals can be co-ordinated through the various members of the school team to access appropriate resources in the community.

9.3 A teamwork approach will be emphasized to utilize, in the best possible ways, the training, the experience, and the knowledge of a variety of professionals, including teachers, principals/vice-principals, psychological consultants, speech/language pathologists, special education personnel, social workers, behavioural team, school nurses and other health professionals and community resources, where needed.

10.0 September School Visits

10.1 The Purpose of the September School Visits are:

- to familiarize the child with the classroom;
- to develop a rapport between teacher, parent and child in a positive environment
- to obtain a Social History;
- to get some general information about the child's stage of development in areas of language, mathematics, social and personal growth.

(More specific information will be gathered in the regular classroom situation during the ensuing weeks.)

10.2 Procedure

- The parent and child come to Kindergarten for a minimum of one-half hour appointment.
- Using a variety of manipulative materials (or other play materials), the teacher plays and talks with the child using the guide questions provided as examples. The Teachers Observation has been designed for this interview and is to be used as the primary tool to gain valuable information about the child's development.
- The teacher, in interaction with the child, will use enabling questions and encourage the child to respond in a variety of ways. While the child is playing with the materials provided, the teacher will also observe gross and fine motor co-ordination, auditory behaviour, and attention span.

- This procedure is not a test. The child's performance is not being scored, nor is it being assessed in relation to others.. It is the role of the teacher to create a relaxed and informal atmosphere. The strategy is the first step in the continuous ongoing assessment of the child and the foundation towards a trusting relationship between teacher and child.
- The child continues to play with these or other materials (picture making, lego) while the parent and teacher complete the **Social History Form.**
- It is suggested the **Parent's Guide to Kindergarten Expectations** be distributed to parents at this time.
- The teacher will provide an opportunity for parents to ask question and look around the Kindergarten room.
- The **Social History Form** and the **Teacher Observation Form** are to be retained in the Kindergarten teacher's personal records.
- After parent and child leave, the teacher immediately makes note of her observations.

11.0 RESOURCES:

11.1	Social History Form	- Appendix A.
11.2	Teacher Observations	- Appendix B.
11.3	Assessment Guide	- Appendix C
11.4	Umbrella Family and Child Care Centres of Hamilton - School Intake Information	- Appendix D
11.5	Speech and Language Questionnaire	- Appendix E
11.6	Checklist for Orientation	- Appendix F
11.7	Checklist for School Information Booklet	- Appendix G
11.8	Regional and Provincial Pre-school Initiatives	- Appendix H

REFERENCE:

A Response to Ministry Memo 15/78: Identification of Children's Needs and Ministry Memo 24/79: Identification of Children's Needs - Appendix I

#5(6)-1

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092
Fax: (905) 521-2531

Instructional Services

MEMO

Date: 1999 05 13

To: Elementary and Secondary Principals
Executive Council
Marian Avery, Human Resources Officer, Elementary Teachers
Paula Dunn, Human Resources Officer, Secondary Teachers
Sylvia Scarrow, Human Resources Officer, Educational Assistants

From: Marguerite Botting, Superintendent of Instructional Services
Eric Hipkiss, Administrative Support, Special Education

Re: **The Special Education Consolidation Plan for 1999-2000**

PREAMBLE

As a result of Ministry funding The Hamilton-Wentworth District School Board needed to consolidate the number of special classes it provides for identified students while continuing to offer a full range of placement options. At the elementary level, this means a move from 134 classes to 118.5 and at the secondary level from 20 to 17. In addition, former county and city practices were to be merged to provide i) a geographical realignment to ensure equity of access to system programs and ii) system uniformity of class designations for placement purposes. Transportation costs were considered as programs were allocated to schools.

PROCESS

School administrators were asked to provide information with respect to school resource and accommodation concerns.

The Special Education department analyzed data from the annual review process as well as the recently completed IPRC's to determine a broad picture of system needs as determined by the IPRC placement recommendations.

Using all this information, a proposed special class delivery model was drafted. This proposal was then shared with:

- Superintendents of Education
- Principal Advisory Team for Special Education
- Principals of middle and K-8 schools
- Principals of junior (JK-5/6) schools
- Principal focus groups for specific special classes
- Principals of secondary schools
- Executive Council
- Superintendent of Instructional Services and the Co-ordinator of Special Education

Each group was asked to respond to the proposal. Subsequent changes were incorporated wherever necessary or possible.

STAFFING SCENARIOS (ELEMENTARY)

As a result of the consolidation of programs, special class staff may be affected in a number of situations. Methods to address these changes were discussed with Human Resources and with the Superintendent responsible for staffing (elementary and secondary) to ensure compliance with collective agreements. In addition, the plan has been shared with Human Resources personnel involved in the staffing of Educational Assistants.

Suggested directions for teaching staff:

1. If the program is remaining on site but the name of the class is being changed, the teacher on site will have the first right of refusal.
2. If the program is being relocated to another school as a similar program, the current teacher has the first right of refusal.
3. If the program is being merged with another similar program, then the teacher in the receiving school has the first right of refusal; the other teacher has second right of refusal if the position remains open. If second right is not an option then this teacher is subject to his/her school's surplus policy.
4. If the program is being collapsed and opens in another school as a different type of program, the position is posted and the current teacher is subject to his/her school's surplus policy.
5. If the program is new, the position is posted.

MESSAGE TO PARENTS

Principals may wish to communicate with parents in schools where programs are being relocated or being closed. It should be noted that in operationalizing this consolidation plan, the movement of students will occur as a result of discussions with school personnel wherever possible.

In any correspondence with the community, principals may wish to incorporate some of the following points for clarification:

- the plan continues to offer a full range of placement options
- school accommodation needs necessitated some class moves
- there was a need to provide system equity and access
- special education transportation costs needed to be reduced
- practices from the former county and city needed to merge into a new system plan
- the plan maximizes the use of existing resources'
- future flexibility is built in
- staff expertise was recognized and accommodated through the collective agreements
- support and problem solving through focus groups is incorporated into the change process

TRANSPORTATION

As per earlier directive, the sending school principal will notify the transportation department of student moves

SPECIAL CLASS PROGRAMS

1999 – 2000

DEVELOPMENTALLY DELAYED

Primary/Junior
Collegiate Avenue
Huntington Park
Seneca
Centennial
Beverly Central

Intermediate
Viscount Montgomery
Highview
Spencer Valley

Secondary
Sir Winston Churchill (2)
Sherwood (2)
Westmount
Westdale
Ancaster

Special Day School – Glenwood/Fairview (9)

MULTIPLE/PHYSICAL

Primary
Gordon Price

Intermediate
Highview

Junior
Woodward
Queen Mary
Gordon Price

PHYSICAL

Junior/Intermediate
Queen Mary

Secondary
Sherwood

AUTISTIC

Primary
Westwood

Intermediate
Highview

Primary/Junior
A.M. Cunningham

Junior
Westwood

Secondary
Sir Allan MacNab (2)

COMPREHENSIVE – INTELLECTUAL (MID)

Primary
Dr. J.E. Davey
Lincoln Alexander

Junior
Queen Mary
Linden Park
Dundana
Yorkview
Fessenden

Intermediate
Green Acres
Hillcrest
R.A. Riddell
Tweedsmuir
Dundas District

COMPREHENSIVE – COMMUNICATION (Junior)

Billy Green
Green Acres
Collegiate Avenue
Mt. Albion
Sir Wilfrid Laurier
Richard Beasley
Eastmount Park
Roxborough Park
Queen Mary
Fairfield
Lloyd George
Holbrook
Ridgemount
Robert Land
King George
Centennial
Strathcona
Greensville
Beverly Central
Grange
Dundas Central

COMPREHENSIVE – COMMUNICATION (Intermediate)

Memorial (St. Cr.)
Mt. Albion
C.B. Stirling
Highview
Hampton Heights (2)
Lawfield
Glen Brae
Viscount Montgomery
Elizabeth Bagshaw
Hillcrest (2)
W.H. Ballard
Queen Mary
Adelaide Hoodless
Chedoke (2)
Westview
Bennetto
Tweedsmuir
Dalewood
Dundas District
Spencer Valley
Ancaster Sr.

COMPREHENSIVE – Secondary Schools

Sir Winston Churchill
Scott Park
Westdale
Hill Park
Sir Allan MacNab
County West – to be determined by Executive Council

HEARING IMPAIRED

Preschool
Queensdale
Pleasant Valley

Kindergarten
Queensdale

Primary/Junior
Queensdale

Intermediate
G.L. Armstrong

GIFTED

Junior
Viscount Montgomery
Holbrook

Intermediate
Viscount Montgomery
Hampton Heights
Dalewood (2)
Westview (2)

BEHAVIOUR

Primary
Glen Echo
King George
Franklin Road

Junior
Lisgar
Lincoln Alexander
Sanford Avenue
Queen Victoria
Dundas Central

Intermediate
Hillcrest
Cardinal Heights
Tweedsmuir
Dundas District

COMMUNICATION/PRIMARY SPEECH & LANGUAGE

Green Acres
Lisgar
Sir Isaac Brock
Franklin Road
Pauline Johnson
Helen Detwiler
Robert Land
Strathcona
Dundas Central

COMMUNICATION/PRIMARY SLD

Sir Wilfrid Laurier
Sanford Avenue
Seneca

Ministry of Education and Training

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation et de la Formation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

#5(d)

Ontario

Received from Rosa Sinclair 99.05.07 3:30

MEMORANDUM TO: Directors of Education

FROM: Maurice Proulx
Lynn MacDonald

DATE: April 15, 1999

SUBJECT: **Exceptions Based Funding Pilot Project for Students with Developmental Disabilities Reaching Age 21 - Year 2 (1999-2000)**

Last year the Ministry of Education and Training introduced a pilot project to permit a small number of students with developmental disabilities to remain in their elementary school programs for one, two or three additional years after age 21. Monitoring of the pilot projects took place during the winter of 1999. As a result of the monitoring process there has been a refinement and clarification of the application criteria. Enclosed you will find the following documents to assist you in preparing applications for year 2 of this project:

1. Veronica Lacey's Memorandum dated May 5, 1998

2. Exceptions Based Funding Pilot Project for Students with Developmental Disabilities Reaching Age 21- Year 2 (1999-2000): General Description

   A description of the application process and funding criteria for the pilot project.

3. Application Form

   A form is provided to assist school boards in submitting the information needed by the External Review Panel which will be evaluating and ranking the applications. PLEASE NOTE THAT THE APPLICATION FORM AND SUPPORTING DOCUMENTS MUST BE RECEIVED BY THE MINISTRY OF EDUCATION AND TRAINING NOT LATER THAN MAY 21, 1999 FOR THE 1999-2000 SCHOOL YEAR.

Send completed application form and supporting documentation to:

Exceptions Based Funding Pilot Project
Allan Kathnelson, Education Officer
Ottawa District Office
Ministry of Education and Training
1580 Merivale Road, Suite 504
Nepean, ON K2G 4B5

Boards will be informed of the status of their applications before June 30, 1999.

4. Notice of Collection/Consent Form

This letter should be signed by the principal of the school and sent to parents of students for whom applications are being made.

Please note that applications may be made for the following students:

- those who are scheduled to leave elementary school in June because they are or will be 21 years old; and
- those who are presently in year one of the pilot project and for whom the board believes that a second year in the pilot project would be beneficial.

Funding for this pilot project is distinct from funding provided through the Student Focused Funding Model. School boards will receive funding for those students accepted in the pilot project at a rate equivalent to either the Intensive Support Amount (ISA) Level 2 or Level 3 depending on the documented needs of the individual students. We believe that these equivalent ISA funding levels alone should be adequate to cover the additional costs of adding one or more students to an established class. Consequently, per-student funding will be at the ISA rate alone (currently estimated at $12,000 for ISA level 2 and $27,000 for ISA level 3), and will **not** include an amount equivalent to the Foundation grant, the Special Education Per Pupil Amount and other per-pupil amounts generated by students through the Student Focused Funding Model.

Further information on this project can be obtained from your District Office of the Ministry of Education and Training. Contact persons in each district office are as follows:

	ENGLISH	FRENCH
Metro/GTA	Moira Sinclair (416)325-4149 1 800 268-5755	Enide Emond (416) 325-1516 1 800 268-5755
Barrie	Rosemary Gannon (705) 725-7631 1 800 471-0713	Enide Emond (416) 325-1516 1 800 268-5755
London	Cathy Jenkins (519) 667-1440 # 234 1 800 265-4221	Réal Lavoie (519) 667-1440 #246 1 800 265-4221
North Bay/Sudbury	Heli Vail (705)497-6890 1 800 461-9780	Paul Ménard (705) 564-4282 1 800 530-2110
Ottawa	Allan Kathnelson (613) 225-9210 #157 1 800 267-1067	Roger Paul (613)225-9210 #150 1 800 267-1067
Thunder Bay	Bob Greer (807)475-1309 1 800 465-5020	Shirley Rocque (807)475-1791 1 800 465-5020

It should be noted that if schools do not have suitable programs with space available they will not be obliged to apply for funding.

Thank you for your assistance in implementing this pilot project.

Lynn MacDonald
Assistant Deputy Minister
Strategic Planning and
Elementary/Secondary Programs Division

Maurice Proulx
Assistant Deputy Minister
French-Language Education and
Educational Operations Division

cc: District Office Managers

Ontario
of Education and Training
de l'Education et de la Formation
Queen's Park
Toronto, Ontario
M7A 1L2
Telephone (416) 325-2180
Facsimile (416) 327-9063
Queen's Park
Toronto (Ontario)
M7A 1L2
Téléphone (416) 325-21
Télécopieur (416) 327-9
Deputy Minister
Sous-ministre

5(d)-3

TO: DIRECTORS OF EDUCATION

FROM: VERONICA LACEY

DATE: MAY 5, 1998

RE: INITIATIVES TO ASSIST STUDENTS WITH DEVELOPMENTAL DISABILITIES REACHING AGE 21

This memorandum is to inform you of new government initiatives to assist students with developmental disabilities reaching the age 21.

As you know, the Education Act provides for free elementary education for students only up to the age of 21. Students who remain on the elementary school register in their late teens are mainly students with developmental disabilities. The Ministry of Community and Social Services (MCSS) has the lead role in providing programs and support services for adults (over age 21) with developmental disabilities. There is no entitlement to these programs and services, and there are waiting lists in many communities. Without day placements, some parents have been required to leave their jobs after a son or daughter reaches age 21 in order to care for them at home.

It is clear that in communities in which school boards and community agencies work closely together to plan transitions for students prior to leaving school, the number of persons leaving school without supports in place is much reduced. Recognizing this, the government has determined that it will now be a requirement for all school boards to work with community agencies to develop transition plans for students with disabilities, and to review and update these transition plans annually from the age of 14 until the students graduate or leave school.

This transition planning requirement has been included among the recent amendments to Regulation 305 which governs the Identification, Placement and Review process (which is described in a separate memorandum). Staff of the Ministry of Education and Training and the Ministry of Community and Social Services are developing joint guidelines for school boards and community agencies to assist them in formulating transition plans for students with developmental disabilities.

It is anticipated that transition planning will ultimately reduce the number of students with developmental disabilities who leave school at age 21 without support programs and services in place.

In the interim, the government has decided to establish, on a pilot project basis, a program to fund a number of students to remain in school for one, two or three years beyond age 21. This program will support some students with developmental or other disabilities which severely limit their ability to learn, where there is an indication that the student could benefit from remaining in a school setting for an additional period of time. School boards will be able to apply one year at a time for funding to enable students turning 21 to remain in their programs with intensive preparation for transition to the community. If schools do not have suitable programs with space available they will not be obliged to apply for funding.

The Ministry of Education and Training will award funds, up to the total funds available, at the rate these exceptional students would generate through the new funding model if they were under 21. The students to be funded will be selected from a ranked list prepared by an external committee appointed by the Ministry.

More specific details regarding this program and the funding process will be made available to you in the near future. It is the Ministry's intention that a program will be in place for the 1998/99 school year.

I am aware that it has been several months since the government committed to taking action in this area. The complexity of this issue has required a thorough review of the options by the Ministries of Education and Training and Ministry of Community and Social Services. The two initiatives described above will meet the government's objective to reduce the number of students with developmental disabilities who leave school without appropriate alternatives.

I would like to thank you for your assistance in implementing these initiatives.

Veronica Lacey
Deputy Minister

c.c. District Office Managers
Lynn Ziraldo, Chair, Minister's Advisory Council on Special Education
S. Herbert, DM, Ministry of Community & Social Services

5(d)-5

EXCEPTIONS BASED FUNDING PILOT PROJECT FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES REACHING AGE 21
YEAR 2 (1999-2000)

General Description

Introduction

- 1998/99 was the first year of a three year Pilot Project to provide funding for a number of students to remain in elementary school for one, two or three years beyond age 21. Applications are now being invited for the second year of the Project, 1999-2000.

- Funding will be provided for the 1999-2000 school year to school boards for selected students:

  - who have developmental disabilities (or other disabilities which severely affect their ability to learn),
  - for whom suitable community based programs and/or services are not immediately available to support the student after leaving school, and
  - who have reached age 21 and will consequently no longer be entitled to remain in their elementary school programs; or
  - who are presently in year one of the pilot project and for whom the board is reapplying.

- The maximum number of students to be funded in this pilot project will be determined by the available budget.

- This pilot project will be reviewed after the third year (2000-2001) to determine whether the need continues in light of:

  - the new requirements for transition planning prior to age 21, and
  - intervening changes to Ministry of Community and Social Services programs and services for persons over age 21 with developmental disabilities.

- The program will be monitored during the school year 1999-2000.

Steps in the Process

1. School boards inform parents of students with developmental or other disabilities that severely affect their ability to learn:

   - who are in their final year of eligibility for elementary school
   - who are presently in year one of the pilot project and for whom the board believes that a second year in the pilot project would be beneficial

   that funding is available for a limited number of high need students to continue in their school program, for the school year 1999-2000.

2. The board, in consultation with the parents, initiates the process to make an application to the Ministry of Education and Training (MET).

3. The following criteria apply:

   a) school board policy permits the continuation of students over age 21 in an elementary school program;

   b) the school board determines that there is space for the student in a program

   c) the school board conducts a review that demonstrates

      - the needs of the student;
      - the potential educational benefits to the student of remaining in school; and
      - the lack of alternative programs and services available in the community

   It is recommended that this review be undertaken by an exit review committee which may be comprised of:

   - school board personnel who are familiar with the student and the student's education program; and
   - representatives external to the school (board) who are familiar with community programs and services which serve adults with developmental disabilities.

   The exit review committee would report its recommendations to the school board.

   While some members of the school board's Identification, Placement and Review Committee (IPRC) may be the most appropriate school board representatives to participate on the exit review committee, the latter committee would not function as

an IPRC committee for exit review purposes and its recommendations to the school board would not be subject to the IPRC appeal process. Where school boards have transition teams in place, they may wish to have these teams prepare the exit review.

The exit review should focus on the needs of the student, the ability of the student to make the transition from school to life in the community and the availability in the community for appropriate programs (educational, employment, or community living) and support services. In recognition of the limited capacity of schools to provide continuing services to adults with developmental disabilities and the limited funding available from MET, every effort should be made through the review process to find suitable programs and services outside of the school system.

Upon receipt of the report and recommendations from the exit review committee, the school board will determine whether to apply to MET for funding for the student to continue in the existing educational program.

4. The school board makes application to MET for funding for the student for the next school year.

5. An External Review Panel convened by MET will review all applications from school boards to determine eligibility in terms of the eligibility criteria. In the event that the number of eligible applications exceeds the funds available to MET, applications will be ranked by the External Review Panel.

Notice of Collection/Consent Form

Under the Freedom of Information and Protection of Privacy Act, the ministry must notify individuals if it intends to collect personal information about them. Because the personal information is being collected indirectly (i.e. from the school board) consent must be obtained for this collection. A sample letter to parents of students for whom funding is being requested, containing both the notice of collection and a consent form, is therefore included with this information package.

We request that the principal of the relevant school send this letter to the parents of students for whom the funding is being requested. The consent form at the back of the letter should be signed and returned to the principal. The signed consent form should be included in the application package sent to the ministry.

Please note that no reference is made in the letter to the school board's exit review committee. Boards should consult their freedom of information coordinators about

requirements for consent in this regard under the Municipal Freedom of Information and Protection of Privacy Act.

Funding

- Funding will be provided for a student for only one year at a time; boards will be required to demonstrate need again if funding for an additional year is sought in the future.

- These pupils will not be reportable for funding purposes on the elementary enrolment register since they will be over 21 years of age.

- Per-student funding for pupils accepted for this pilot project will be provided to school boards at the Intensive Support Amount (ISA) level 2 or level 3 rate of the education funding formula, subject to validation by the ministry. The other elements of student focused funding (e.g. foundation grant, SEPPA) will not be available.

- School boards will be required to submit documentary support for the funding claimed. This documentation should include

  - completed Application Form
  - an IPRC Statement of Decision
  - the most recent Individual Education Plan for the student
  - a proposed transition plan
  - a report and/or recommendations of the exit review committee
  - other information in support of this application such as student timetable, support staff timetable, letters from agencies/associations regarding availability of programs
  - current documentation and assessments (within the last five years)

- Funds will be provided to school boards by MET upon completion of a Memorandum of Agreement signed between MET and the Board of Education.

- The Ministry of Education and Training will monitor the programs during the 1999-2000 school year.

- The cost of operating the exit review committees will not be directly funded by MET; like the IPRC committees, these committees will be funded from the school board budget.

Eligibility Criteria

The External Review Panel will determine eligibility for funding in terms of the following criteria.

- The student is 21 years of age or over at the time of application; or the student is 20 and in his/her last year of eligibility to attend elementary school.
- The student is registered in an elementary school program at the time that the application is made.
- Students currently in the first year of the pilot project are eligible for reconsideration. However, preference will be given to students in their first year beyond age 21.
- Applications on behalf of secondary school students may be made, however elementary students will be given preference.
- The student has been identified as an exceptional pupil prior to age 21 by an Identification, Placement and Review Committee (IPRC) of the school board.
- The student has a developmental disability, or another disability, which severely affects his/her ability to learn.
- The documentation from the school board demonstrates that:
  - it has conducted a thorough review of the needs of the student (preferably by means of the exit review committee process described above) and that the availability and suitability of out-of-school alternatives have been thoroughly explored;
  - the program will provide educational benefits to the student which are unavailable in alternative placements;
  - **the program planned for the student will strongly emphasize transition planning and preparation for life in the community**
    (The Ministry is preparing a Transition Planning Resource Guide to assist school boards to meet the requirements of Regulation 181/98 that a transition plan be included as part of the Individual Education Plan (IEP) for each exceptional student pupil age 14 and over (except for those identified only as gifted). To facilitate the development of the transition plan, an advance copy of this guide in draft form will be made available to Directors of Education on request, by calling (416) 325-2718.)

S(a)-10

EXCEPTIONS BASED FUNDING PILOT PROJECT FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES REACHING AGE 21 - YEAR 2 (1999-2000)

APPLICATION FORM

I School Board and Contact Person

1. School Board
2. Name of Contact
3. Title
4. Address
5. Telephone
6. Fax Number
7. Email Address

II Student Information

1. Student Number
2. Name
3. Date of Birth
4. Exceptionality (per latest IPRC)
5. Date of latest IPRC
6. Student's needs: (describe student needs and identify the source document from which this information is drawn: e.g. IPRC, exit review committee, case conference)

III Current Program (1998 - 1999)

1. Name of Program
2. Name of School
3. Elementary Register ☐ or Secondary Register ☐

IV Proposed Program (1999 - 2000)

1. Name of Program
2. Name of School
3. Description of Proposed Program and Support Services
4. Rationale for the student to continue in this program: (Include information on the benefits to the pupil of remaining in the school for an additional year or continuing for a second year in the pilot project. Also, describe alternatives or lack of alternatives available in the community.)
5. How are the proposed funds to be used in support of the applicant?
6. Transition Plan - A proposed plan to assist the student in the transition from school

to work or life in the community. (Please see the Eligibility Criteria in the General Description Document and paragraphs 3, 4 and 5 in Veronica Lacey's memorandum dated May 5, 1998).

V ISA Funding Information

1. Funding level claimed: ISA Level 2 _____ or ISA Level 3 _____
2. Proportion of school day attended by the student: _____ percent.

Note: If it is proposed that the student attend school for less than the full school day, the school board would receive a proportion of the ISA funding equal to the proportion of the school day attended by the student.

VI Additional documentation included with this application

____ Report and/or recommendations of exit review committee (or other appropriate committee)
____ IPRC Statement of Decision
____ Most recent IEP developed in consultation with student and/or parent/guardian
____ Current documentation and/or assessments (within the last five years)
____ Other information in support of this application such as:
- student timetable
- support staff timetable
- letters from agencies/associations regarding availability of community programs

____ Signed Consent Form

_____ _____ _____
Signed: (Superintendent or Director of Education) Title Date

Send completed application form and supporting documentation to:

Exceptions Based Funding Pilot Project
Allan Kathnelson, Education Officer
Ottawa District Office
Ministry of Education and Training
1580 Merivale Road, Suite 504
Nepean, ON K2G 4B5
Telephone: (613)225-9210, Ext. 157
Fax: (613)225-2881
E-mail address: allan.kathnelson@edu.gov.on.ca

SAMPLE LETTER

[Date]

Dear :

Re: [Name of Student]

The Ministry of Education and Training is now receiving applications for year 2 (1999-2000) of its 3-year Extended Funding Pilot Project. Begun in school year 1998-99, the purpose of the pilot project is to provide funding for a small number of students who have developmental or other disabilities that severely affect their ability to learn, to remain in their elementary school programs for one, two or three additional years beyond age 21. Students selected for this pilot project are those who would benefit from the extra year(s) of education and for whom suitable alternative community placements are not available. Applications are made for one year at a time. This year your son/daughter has been identified as a potential applicant who may be able to benefit from an additional year at his/her educational program.

Applications for the funding are to be prepared by the school board and forwarded to the ministry. All applications will be reviewed by an External Review Panel set up by the ministry, comprised of representatives from other ministries and an educator. In order to apply for this funding, the board must submit the following personal information about the student to the ministry:

- general identifying information (e.g. name, address, phone number, date of birth, etc.);
- IPRC Statement of Decision;
- latest Individual Education Plan;
- current documentation and/or assessments (within the last five years);
- information related to the current or proposed education program;
- proposed plan for transition to work or community living;
- report and/or recommendations of an exit review committee (or other appropriate committee) of the board (which will explore alternative options for your son's/daughter's placement next year and which may be comprised of persons in addition to board staff);
- information about the availability (or lack) of alternative programs in the community.

This information will be used by the Ministry's External Review Panel for the sole purpose of determining eligibility for educational funding for the school year 1999-2000. Ministry staff will also have access to this information for the sole purpose of administering and monitoring the project, but will not be involved in the actual decision-making regarding who is eligible. Please note that an application for the funding does not guarantee that your son/daughter will be considered eligible by the ministry's External Review Panel. Applications will be submitted from across the province and only a limited number of spaces will be funded.

We are requesting that you indicate, by signing the last page of this letter and returning it to me, your consent for the board to send this personal information to the ministry. If you have any questions about the application process, please contact me. If you have any questions about the pilot project itself, you may contact Allan Kathnelson, Education Officer, Ottawa District Office, Ministry of Education and

Training, 1580 Merivale Road, Suite 504, Nepean, Ontario, K2G 4B5, (613)225-9210 Ext. 157.

Principal

[Name of School]

5(d)-1b CONSENT FORM

I have read this letter and consent to the school board providing the information set out in this letter to the Ministry of Education and Training:

- for consideration by the ministry's External Review Panel to determine eligibility for funding for the Extended Funding Pilot Project for school year 1999-2000; and

- to ministry staff to administer and monitor the project.

Name of Parent/Guardian

Name of Student

Date

6(a)

REVISED SEAC RESPONSE TO QUESTIONS IN PART 2 OF ANNUAL REVIEW OF SPECIAL EDUCATION PLAN AND DISSENTING REPORT

MINISTRY'S QUESTIONS

1. a) *How was the new SEAC involved in the process of determining the range of special education programs and services which will be offered?*
   b) *Did the SEACs of the "old boards" play a role? If so, what was it?*
   c) *Please provide a copy of any survey forms and criteria used in determining which special education programs and services to offer, and any other considerations made in arriving at the plan for special education.*

SEAC RESPONSE

1. a) All members of SEAC were encouraged to join transition committees formed for the purpose of determining and amalgamating the range of special education programs of the City of Hamilton and Wentworth County Public School Boards. Many members did participate in these committees. The major review during this year of amalgamation has been the review of gifted programs. On the Gifted Review committee were the chair of SEAC, representing the Association for Bright Children, and the SEAC alternate for the Association for Bright Children.

   b) The SEAC members of the old boards were invited to participate on the LEIC Education Sub-Committee. Some members did participate. The SEACs of the old boards were merged to form the new SEAC. Only one member was eliminated in this process. (Glenwood School Parents Association Representative)

   c) Each board presented all members of the committees (first the LEIC committees, later the Transition Committees) with details of each special education service it offered. The reports of the Transition Committees were presented to SEAC in their October meeting. There were several forms both for the presentation of this information and for the committees' recommendations. Many stakeholders were asked to participate in the preparation of the Special Education Plan by submitting input or serving on various subcommittees or both. Forms for all these procedures and excerpts from SEAC meeting minutes are included in Appendix VI to this plan.

MINISTRY'S QUESTIONS

2. a) Is the SEAC supportive of the range of special education programs and services which will be made available across the District?
   b) If not wholly supportive, what recommendations did the SEAC make to the board?
   c) What was the District School Board's response to any recommendations cited in 2b)?

SEAC RESPONSE

2. a) With the exceptions noted below, SEAC is generally supportive of the range of services offered to students with special needs; however, we do not have sufficient funds to provide for all the needs of our special needs students, especially in alternative education programs.

   b) Some members feel there are not enough special classes for gifted students in the amalgamated Board. The report of the Gifted Review Committee will be submitted for inclusion in this plan when approved by SEAC and the Board. This report will address the differences in programming for the gifted students in the two former Boards.

   It is the general view that the range of placement options for developmentally delayed students is insufficient. The SEAC has passed a motion asking that the Board commit itself to a review of the programs and range of placement options available to all exceptional students, starting with the developmentally delayed.

   Difficulties experienced with financial cuts to transportation (including school to school) and from the inability of the Board to hire sufficient educational assistants have impacted on the quality of programs available to students, including those in self-contained classes.

   c) [extracts from Board minutes in response to above]
   Minutes of the April 15, 1999 Regular Board Meeting

   Report of the Special Education Advisory Committee
   3. Draft Special Education Plan, including: Questions in Part 2 of Annual Review of the Special Education Plan

   It was moved by B. Shields: That the Board commit to a review of programs and the range of placement options available to all exceptional students starting with the developmentally delayed students.
   CARRIED.

MINISTRY'S QUESTIONS

3. What will be done to ensure parents are informed pro-actively of the following:

(a) the range of placements the board offers in an effort to meet the needs of exceptional pupils;
(b) the board's obligation to identify children's needs early;
(c) supports available to help meet children's needs; and
(d) entitlement to an Identification. Placement. and Review Committee (IPRC) process and appeal.?

SEAC RESPONSE

3. a) There is no document presently available to parents that offers this information in concise form. The SEAC will recommend to the Board that such a document be prepared and made available to parents as soon as any sort of intervention is begun for a student regarded as possibly exceptional.

b) In the Plan there is a section entitled: "Early Identification/Prevention Procedures". Plans to revise procedures have been scheduled for spring 1999. The new Early Identification Plan will include the Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior and Senior Kindergarten. It is the Board's obligation to ensure that early identification processes be linked to special education.

c) There are parent guides to services available for children with special needs from both former Boards. An updated version detailing the practices of the amalgamated Board has been prepared and is being distributed to schools.

d) The guide mentioned in 3c) details the IPRC process and the appeal process.

SEAC Chair

SEAC Vice-Chair

Revised: 5/18/99

#10(a)

4069 Binbrook Roa
Binbrook, Ontario. L0R 1C
Home Phone 905-692-036

May 13, 199

Bev Shephard
Special Education Advisory Committee

Re: Special Education
Sir Wilfrid Laurier Public School
70 Albright Road, Hamilton, Ontario

On May 7, 1999 during my daughter's Annual Review, I was made aware of a scheduled change to Sir Wilfrid Laurier's Special Needs' Programs. After much thought and emotional upheaval, I have decided that the best interest of my daughter, her classmates and future recipients is being ignored.

Firstly, I am not opposed to change when it corrects an area of concern or a problem. However, I am opposed to change when an efficient program such as the one at Sir Wilfrid Laurier is modified without seeking the advice from those who know it best. That being the students and their parents/ guardians.
The students gain self esteem by learning in a comfortable environment. They learn a sense of worth and well being through their accomplishments. As parents, words can not express the feelings that go hand and hand with our child's success. I realize that these goals are achieved in other special education classes, but this class is unique in it's *"Class Teaming"*. The teachers work together and are better able to address areas of concerns for their students. We are the ones who see the results and know that this type of *"Class Teaming"* works with remarkable results. We are the ones who know how efficient this particular *"Class Teaming"* is and how it's success may be measured through our children's achievements.

Did the restructuring committee visit this unique classroom to see its exceptional *"Class Teaming"* qualities? If so, maybe they would **Propose this classroom remain Intact** and further act as a **Model** for future restructuring within our system.

It is very difficult to observe such a drastic change when one knows this classroom is a model classroom. At a time when the Board should be striving for Quality Education, I question why they would alter an excellent existing program.

In addition, to move the Speech and Language Program to a semi open concept school will be very frustrating to a student with hearing problems as well may lead to further problems with integration.

To conclude, I can not stress strongly enough the need for further investigations into this special education class to stop it's demise. I urge you to go visit this classroom and I trust that you too will see the positive impact it has on the future education of our children.

Yours Sincerely,

Cheryl Hillmer

20 April 1999

#11(a)

Mr. Merv Matier
Director of Education and Secretary of the Board
Hamilton-Wentworth District School Board
100 Main St. West
Hamilton, Ontario

Dear Mr. Matier:

We are writing to express the concern felt by members of the Association for Bright Children, whom we represent on our Board's SEAC, as well as other parents of gifted children, over the future of special education classes for gifted children in our Board. Neither the LEIC nor the Special Education Transition Committee was able to make recommendations to reconcile the different practices in gifted education of the two former Boards; consequently, the whole area of gifted identification and programming is under review by the Gifted Review Committee of our Board, on which we serve.

The review has not been an easy task, and it is still in progress. The question of screening all students for possible giftedness at one particular grade level is one of the difficult issues. The committee is likely to recommend screening, but the grade in which the screening should take place is still at issue. There is certainly a possibility that the recommendation will be for screening in grade 3, as has been done in Hamilton in the past, and therefore the maintenance of special classes starting at the grade 4 level.

However, we have been told that it is too late for screening to be done with this year's grade 3 students. This places future grade 4 gifted classes in some jeopardy. If those classes do not have a suitable complement of students for next year, there will be pressure for them not to be reinstated even when screening produces sufficient numbers in the future. We are afraid that, even if grade 3 screening is recommended for the future, the lack of screening this year will mean the end of congregated classes at the grade 4 level. We know there is no systemic reason why this should be the case, but nonetheless it is a valid fear, given the realities of staffing, space, and funding. We have seen it happen before, and we don't want it to happen again.

It is feasible for gifted students to be identified and placed into a grade 4 special class in the 1999-2000 school year by two means: teacher and parent nomination followed by individual testing (as was the practice in Wentworth County) *this June*, and screening and testing *early* in the next school year (both of course followed by IPRCs and placement decisions). The cost for the September screening would be covered by the budget allocation for screening of grade 3 students in the current school year. Screening of next year's grade 3 students would take place as usual later in the school year.

We urge the HWDSB to ensure, by means of appropriate staffing and space allocation, that special classes remain available at the grade 4 level until every effort has been made to identify students who need and would benefit from them, and that such efforts are made in a timely manner to identify students for the classes. This may result in less-than-full classes for at least a portion of the fall term, but this is a small price to meet the needs of students in this category of exceptionality, as the Board is required to do. (We say "small price" advisedly, as gifted classes do not require special equipment, educational assistants, disabled-accessible schools, or specially-adapted vehicles.)

Appropriate education of gifted students to enable them to reach their potential not only is legally mandated but has obvious benefits to the students, our Board, and our society. Please ensure that our special classes are maintained in the Hamilton-Wentworth District.

Yours very sincerely,

Beverly Shepard,
ABC Representative, HWDSB SEAC
374 Philip Place
Ancaster, Ontario

Arlene Kappheim
ABC Alternate, HWDSB SEAC
23 Goldwin Ct.
Hamilton, Ontario

cc: Ray Mulholland
Marguerite Botting

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING

June 11, 1999

TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
(B. Shepard (Chair), Trustees Bishop and Mulholland; S. Andersen, D. Bucsis, H. Bushey, N. Dalziel, C. Shackell, V. Kerr Jaskiewicz, B. Nabuurs, R. Peters, B. Pupols, B. Shields, D. Stupple, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A meeting of the Special Education Advisory Committee has been scheduled for **Wednesday, June 16, 1999 at 7:15 p.m. in the Board Room at the Education Centre.**

An Agenda is attached.

Yours truly,

M. Matier
Director of Education and Secretary

kc

Encl.

Notice sent to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard - **SEAC Chair**
V. Wylson-Sher - **SEAC Vice-Chair**

Elected Officials of the Board
Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell, Catherine
B: 523-6760 H: 628-0623

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Naida
B: 385-5391 or 521-2100 Ext. 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B: 523-8600 Ext 2150
MacKinnon, Barbara [Alternate]
B: 523-8600 Ext 3609
H: 627-7775

Ontario Psychological Association
[Vacant]

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H: 387-4182
Jackson, Kathi [Alternate]
H: 304-7878

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

BOARD OFFICIALS/REPRESENTATIVES

Botting, Marguerite
Superintendent of Instructional Services

Harper, Nancy
Special Education Co-ordinator

Hamilton-Wentworth Elementary Teachers' Local
Crechiola, Sharon
c/o Queensdale School

PC-21 Principals' Council

Dowling, Wilma
c/o Education Centre

Hamilton-Wentworth Principals' Association
Moncur, Gary
c/o Memorial School (County)

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax – 521-2544

Revised: 4/21/99

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

AGENDA
SPECIAL EDUCATION ADVISORY COMMITTEE
June 16, 1999

Location: Board Room, Education Centre **7:15 p.m.**

1. Call to order — B. Shepard
2. Approval of agenda
3. Approval of the minutes of April 28, 1999, May 12, 1999 and May 26, 1999
4. Remarks – Chair

5. **Special Education Report**
   (a) Glenwood/Fairview Move – deferred from May 26, 1999 — N. Harper
   (b) ISA Update — N. Harper
   (c) Board motion re over 21 funding — N. Harper/M. Botting

6. **Business Arising from the Minutes**
   SEAC Letter to the Ministry of Education and Training regarding concerns with policies and practices in special education – deferred from May 26, 1999 — R. Peters

------ **FIVE-MINUTE B R E A K** -------

7. **New Business**
   (a) Stop/Start/Continue Activity
   (b) Reflection: our past year and future agenda items

8. **Updates**
   (a) Members
   (b) Committees

9. **Correspondence**
   (a) Letter of May 11, 1999 from Ritva Saunders

10. **Distribution**

11. **Adjournment**

Future Meetings

Business Committee	Thursday, June 17, 1999	8:00 p.m.
Board	Thursday, June 24, 1999	8:00 p.m.
Education Committee	Thursday, September 2, 1999	7:00 p.m.
Board	Thursday, September 9, 1999	8:00 p.m.
Business Committee	Thursday, September 16, 1999	7:00 p.m.
Board	Thursday, September 23, 1999	8:00 p.m.
Special Education Advisory Committee	**Wednesday, September 29, 1999**	**7:15 p.m.**

[IF YOU ARE UNABLE TO ATTEND, PLEASE ADVISE THE MINUTE ROOM AS EARLY AS POSSIBLE – 527-5092 EXT. 2273/2274.]

7(a)

SPECIAL EDUCATION ADVISORY COMMITTEE

SEAC members are requested to consider points for each of the following categories to assist in planning for next year. Please come ready to share your ideas in small groups on the evening of June 16.

STOP	START	CONTINUE

#9(a) May 11-99

When my daughter Ashley was in the Hospital with the life–saving tubes all over her body no one came to us and said sorry, we have no more money. We **must cut** the cords in order to save $$$$

By cutting programs in Special Education, that is exactly what the Board will do, **CUT THE LIFE SAVING CORDS** for my daughter and many other children.

The program she now attends and the help she receives is equally important for her survival as were the life–saving equipment that kept her alive in the Hospital.

These children, that decisions are made for **are not faceless or nameless things,** but **a real life human beings with feelings, hopes and dreams.**

Will our children with special needs fit in the equation of education in the future? Only by **re–affirming the commitment** we always had with our Board in the past. **Our children have a right to that commitment.** If it is not important or it is treated with indifference, and not honored then the Board will behave just like Mike Harris. Any cuts to the gifted programs, which are also under Special Education?

Some cuts are made without the personnel in power ever stepping their foot inside these classrooms. This type of behavior is disturbing and shows a lack of courtesy for the children and their dedicated teachers. It is not a behavior I want my daughter to learn.

Hamilton Board has always been a"front runner" with their programming and curriculum. I trust that the personnel at the Board will honor the level of excellence we always had.

My daughter Ashley has been attending Sir Wilfrid Laurier Public School where she is a student in the Primary/Junior/Speech and Language class.

Mrs. Heather Dear and Mr. George Cooper are an **exceptional teaching team**. Through their dedication, love of teaching and respect for Ashley's individuality and understanding her unique personality, has made Ashley's last three years of school a joy. Ashley now has a self-confidence and love of learning that she never had before she entered Mrs. Dear's and Mr. Cooper's classroom.

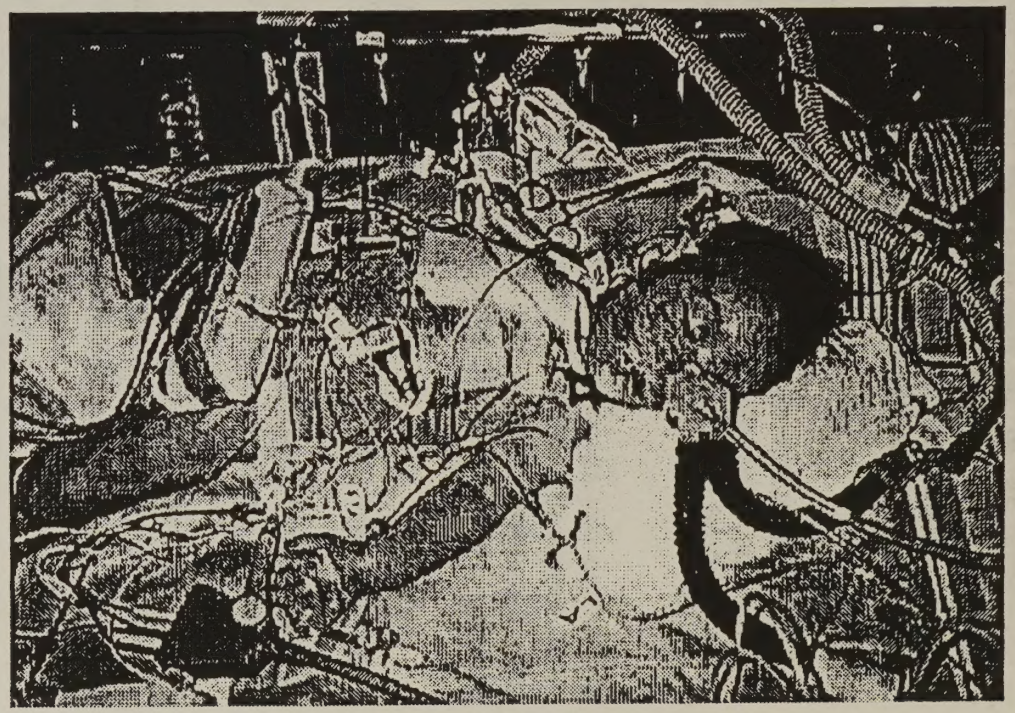
I don't understand why the decision was made to dismantle this wonderful program. Why don't we reward success? This classroom is **a win–win situation** for everyone, especially the children that have had the privilege to receive quality education, from two very highly qualified and dedicated teachers.

Some day these children will be in the positions to make decisions for us and from us they learn their behavior for the future. If we treat our children without honesty, caring and compassion and if we devalue and dehumanize them, what do you think is going to happened to us when we are old and frail and not in the possession of power any more.

Ritva Saunders
905-547-0577

po S/L
moved to Sir Isaac Brock
lenses Gr. S/L wh/ is → comm ≙ SLD
[illegible] a lo SLD

To be valued is important to all of us.



MINUTES OF THE SPECIAL MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MAY 12, 1999

Present:
B. Shepard, Association for Bright Children, Chair of SEAC
J. Bishop, Trustee
R. Mulholland, Trustee and Chair of the Board
S. Andersen, Hamilton and Wentworth Councils of Home and School Associations
D. Bucsis, Learning Disabilities Association of Hamilton-Wentworth
A. Kappheim, Association for Bright Children [alternate representative]
B. Nabuurs, Hamilton-Wentworth Community Care Access Centre
R. Peters, Canadian National Institute for the Blind (CNIB)
B. Pupols, Down Syndrome Association of Hamilton
C. Shackell, Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
T. Simms-Obidi, Autism Society Ontario Hamilton-Wentworth Chapter [alternate representative]
C. Vidic, Children and Adults with Attention Deficit Disorders (ChADD)
C. Vlahovich, The Children's Aid Society of Hamilton-Wentworth

Regrets:
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter, Vice-Chair of SEAC
H. Bushey, CHOICES, Supporting People with Developmental Disabilities
S. Crechiola, Hamilton-Wentworth Elementary Teachers' Local
N. Dalziel, Hamilton District Society for Disabled Children
K. Jackson, Hamilton and Wentworth Councils of Home and School Associations [alternate representative]
V. Kerr Jaskiewicz, Hamilton and District Easter Seals Parent Delegate Group
M. Matson, Hamilton District Society for Disabled Children [alternate representative]

In attendance:
M. Botting, Superintendent of Instructional Services
N. Harper, Special Education Co-ordinator

Also in attendance:
W. Dowling, PC-21 Principals' Council
Dr. M. Bountrogianni, Supervisor – Psychological Services
Dr. K. Short, Psychologist – Psychological Services

The Chair called the meeting to order at 7:21 p.m.

2. Approval of Agenda

It was moved by B. Pupols: That the agenda be approved.

N. Harper requested that the SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan be added.

To the motion, as amended, **CARRIED**.

Special Education Report

N. Harper recalled that the Committee agreed that a notation is to accompany our board's Special Education Plan submission indicating that the revised versions of these two documents, for consideration tonight, will be presented to SEAC and Board for approval in May and subsequently submitted to the Ministry. At that time as well, Psychological Services and Special Education staff will combine these criteria into a complete document package for use throughout the school system.

(a) Revised Identification Criteria

In reviewing the document, N. Harper noted that all the revisions were underlined. She indicated that there has not been any major difference between the current definitions used by the board in identifying the special needs of its students and the Ministry's updated categories of exceptionalities and definitions. N. Harper will present at a future meeting the details of the changes as worked out by the various departments/stakeholders.

In response to the members' questions and concerns, the following explanations were offered:

- ⇨ The "Placement Options" column was deleted as this area has not been addressed since the fall.
- ⇨ Lynn M. MacDonald, Assistant Deputy Minister – Elementary/Secondary Policy Division (Ministry of Education and Training) is the contact person for clarifications relating to the Ministry's recent updates to categories of exceptionalities and definitions.
- ⇨ In some learning disabilities, e.g. Attention Deficit Disorder, the student's behaviour could be the most appropriate criterion during assessment rather than outright labeling of that student. During the assessment stage, it is the practice of the assessment team to look at the whole profile of the student.
- ⇨ Given the importance of clarifying the board's true intention with regard to the criteria for Communication – Language Impairment, it will be helpful to consult with D. Parr, Supervisor, Communications Services, regarding this area.

After further discussion, the members agreed on the following changes to the document:

Intellectual – Giftedness:

(a) use bullet format for the Board Criteria

(b) the phrase "and above" be changed to "and higher"

Communication – Language Impairment – The intent of the board's criteria will be clarified further with Communication Services.

It was moved by J. Bishop: That the Revised Identification Criteria be approved, as amended, for submission to the Ministry of Education and Training.

N. Harper thanked the SEAC members for their input, the Psychological and Communication Services staff and all other individuals who assisted her in the preparation of this concise document for the whole system.

To the motion, **CARRIED**.

(b) Special Class Admission and Demission Criteria

M. Bountrogianni provided a brief overview of the report. As she had to leave for another appointment, M. Bountrogianni called on K. Short who, using an overhead, reviewed the details of the document.

K. Short underscored that the SEAC guidelines and the psychological research data were considered in the formulation of the special class admission/demission criteria outlined in this document. She then explained in detail the process undertaken in the development of these criteria.

C. Shackell expressed her pleasure for the opportunity to represent SEAC and the parents in the steering committee who reviewed the admission/demission criteria as guidelines for the IPRC process. She drew attention to the following:

- ⇨ The teachers and staff of the predecessor boards deliberated/debated collaboratively on the issues and, in spite of differing opinions and the considerable time involved, a good working atmosphere had prevailed throughout the process.
- ⇨ The results were based on psychological research, the SEAC philosophy and the best practices of the former boards.
- ⇨ From the point of view of a parent, an open process characterized the whole review, amendments were done as appropriate and the best interests of the students were upheld as foremost.
- ⇨ All the issues relevant to the refinement of the admission/demission criteria were considered closely with the intent of ensuring these criteria are clear and understandable to parents, staff and the whole system.

In response to D. Bucsis' question regarding the second criterion for the Learning Disability Class ("has received replacement programming for 50% or more of the school day in English and/or Mathematics as documented in an I.E.P. indicating achievement more that two years below current grade level"), K. Short clarified that this statement would ensure that the student will have the opportunity to achieve success before going into more intrusive intervention steps.

In reaction to J. Bishop's concern regarding the capability of the schools to offer replacement programming, N. Harper affirmed that providing this support will depend on the resources available for each school. She remarked further that every student should be assessed in terms of the needs and support he/she requires and this will be administered through the assistance of the regular classroom teachers.

In providing clarification on the Gifted Class, N. Harper indicated that every year there are several students who are deemed eligible for this program. However, due to academic and social reasons, parents choose not to have their children transferred to the gifted class. N. Harper also noted that, in assessing a student, the first step is to determine whether this student meets the set criteria and whether the needs identified can be met through the regular programming before referral to a special class is made. This should be an integral part of the IPRC for the student.

R. Peters commented that, based on research findings, it is not necessarily true that if a special needs student is separated from peers into a special setting, his/her academic performance will improve.

Until Board approval is received for the Special Class Admission/Demission Criteria, N. Harper indicated that our boards will continue to determine placement in special classes based on the current criteria of the former boards. She advised further that the Special Education Consultants are presently collaborating in the formulation of special classes for September based on individual student profiles.

When several members asked for class size information for each of the exceptionalities in the document, it was agreed that the document will be revised to reflect class size limits for each special class.

J. Bishop said she would be prepared to put a motion on the floor to approve the document if the issue relating to support in the school would be revisited and clarified. Given the declining resources/support in many of our schools, J. Bishop emphasized her intent to ensure that the needs of the special students, particularly those requiring to go into self-contained classes, are not denied.

It was clarified further for the members that there are various remedial programs available for these students.

It was moved by J. Bishop: That the Special Class Admission and Demission Criteria be approved, as amended. for submission to the Ministry of Education and Training.

N. Harper indicated that the statement pertaining to replacement programming has been incorporated into some of the special classes as deemed appropriate.

After considerable discussion, the members agreed to incorporate the following statement into the document:

"Replacement programming will be considered within the context of factors such as the total school population and amount of special education support available."

In summary, the members agreed on the following revisions to the Special Class Admission and Demission Criteria document:

1. Class size statistics (maximum number allowed) will be reflected for each special class.
2. The following statement regarding the provision of replacement programming in the schools should be added: *"Replacement programming will be considered within the context of factors such as the total school population and amount of special education support available."*

Suggestions for further review and consideration were provided as follows:

- ⇨ The statement relating to replacement programming may be revised to read: *"has required replacement programming for a significant portion of the school day in English and/or Mathematics as documented in an I.E.P."*.
- ⇨ Revisit the definition and nature of comprehensive and multiple classes.
- ⇨ Student needs should be taken into closer consideration, ensuring that those with immediate exigencies receive significant support.

To the motion, **CARRIED**.

When the Chair noted the time to be 9:15 p.m.,

It was moved by D. Bucsis: That the Committee continue to meet until 9:40 p.m.
CARRIED, 6 IN FAVOUR, 4 OPPOSED.

3. SEAC Letter to the Ministry of Education and Training re the Committee's Concerns with the Policies and/or Practices in Special Education

Due to the short timeline, the Chair felt this correspondence could not be included with the Special Education Plan submission. Acknowledging the importance of SEAC input, the members agreed to establish a small group to review the draft letter, incorporate the appropriate changes and bring back the revised version for SEAC approval at the next meeting.

Several members viewed this letter as an opportunity for SEAC to relay to the Ministry the committee's concerns regarding special education. It was emphasized further that obtaining the SEAC's majority vote to approve the Special Education Plan does not constitute the committee's "total agreement" with this planning document, particularly the issue pertaining to the budget and collective agreement implications to the delivery special education programs.

There was concurrence among the members that, upon approval, this letter will be sent to the Ministry as a follow-up correspondence to the Special Education Plan.

C. Shackell and R. Peters volunteered to review the draft letter. The members agreed to the Chair's suggestion to contact H. Bushey and ask if he will be interested to join the review team. N. Harper offered to assist the group.

Suggestions for consideration were noted as follows:

- ⇨ Clause 1, these concerns should be clarified particularly in terms of the policy implications.
- ⇨ Clause 3, there should be concise rationale for the concerns expressed on the gifted programming
- ⇨ The numbering needs to be corrected.

4. Minority Report re Gifted Program

No discussion ensued as majority of the members believed that this issue does not fall within the SEAC's mandate. They assumed this item was placed on the agenda for information only.

At 9:40 p.m.,

It was moved by D. Bucsis: That the SEAC meeting be extended until 9:45 p.m.
CARRIED.

5. SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan

N. Harper advised that what was approved at SEAC and Board relating to this item was incomplete because:

(a) The Board's responses to questions 2 and 3 should have been authenticated with the signatures of the SEAC Chair and Vice-Chair.

(b) During the review and revision process, Question/Response 1 was inadvertently omitted.

It was moved by R. Peters: That the submission to the Ministry of Education and Training of the SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan be postponed until all the Board's responses are completed and approved by SEAC and the Board.
CARRIED.

6. Adjournment

Having no other business for consideration,

It was agreed: That the meeting be adjourned, this being done at 9:46 p.m.

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
May 26, 1999

Present:
B. Shepard, Association for Bright Children, Chair of SEAC
J. Bishop, Trustee
R. Mulholland, Trustee
A. Kappheim, Association for Bright Children
T. Simms-Obidi, Autism Society Ontario, Hamilton-Wentworth Chapter
B. Pupols, Down Syndrome Association of Hamilton
D. Bucsis, Learning Disabilities Association of Hamilton-Wentworth
T. Parker, Learning Disabilities Association of Hamilton-Wentworth (alternate representative)
R. Peters, Canadian National Institute for the blind
C. Vidic, Children and Adults w/ Attention Deficit Disorders
B. Nabuurs, Hamilton-Wentworth Community Care Access Centre
S. Andersen, Hamilton & Wentworth Councils of Home and School Associations

Regrets:
H. Bushey, CHOICES, Supporting People with Developmental Disabilities
C. Shackell, Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
B. Shields, Hamilton Association for Community Living
N. Dalziel, Hamilton District Society for Disabled Children
M. Matson, Hamilton District Society for Disabled Children
V. Kerr-Jaskiewicz, Hamilton and District Easter Seals Parent Delegate Group
D. Stupple, VOICE – for Hearing Impaired Children
K. Jackson, Hamilton and Wentworth Councils of Home and School Associations [alternate representative]

In attendance:
M. Botting, Superintendent of Instructional Services
N. Harper, Special Education Co-ordinator
E. Hipkiss, Special Assignment

Also in attendance:
W. Dowling, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association (HWPA)

The Chair called the meeting to order at 7:29 p.m. after waiting for a quorum. She noted that although the April 28 minutes were completed in time, they were not included in the package due to an oversight in order to meet the deadline to send out the package before the long weekend.

2. Approval of Agenda

It was moved by J. Bishop: That the agenda be approved.
CARRIED.

3. Approval of Minutes – April 28, 1999

B. Shepard stated that the minutes would go forward for approval at the June 16, 1999 meeting.

5. New Business

B. Shepard drew attention to the fact that L. Howarth-McCue was making another presentation elsewhere and would be arriving later. She suggested going ahead with the next agenda item.

M. Botting made the following remarks with regards to the Consolidation Plan of Special Classes. She pointed out that last year as the Board moved through amalgamation, there were realities to face with regard to funding. The impact is significant across the system, with a reduction to special classes offered. She noted that the principals were involved at all levels and the plan responds to their concerns.

(b) Consolidation Plan for Special Classes

N. Harper introduced E. Hipkiss, acknowledging his former role as special education consultant and co-ordinator and elementary principal. She noted his expertise has allowed the plan to be brought forward tonight.

E. Hipkiss reviewed the report. He pointed out that implementation of the plan is to begin in September, 1999. He explained that consolidation is a result of fewer dollars and the need to determine where best to employ these funds. He noted the plan continues to provide options and maximizes the use of existing resources yet minimizes waiting lists. He also pointed out that feedback was an important part of this process and was implemented into this plan.

J. Bishop voiced a concern as to where numbers are actually being reduced stating that she didn't feel it was in the schools with larger numbers. She noted that Queen Mary didn't look to have had a reduction, but an increase in the number of special classes.

E. Hipkiss responded that the schools mentioned were high on the list of needs to be addressed. In consultation with the Principal at Queen Mary and due to high numbers of special needs children, it was agreed things would continue as they are at that school.

E. Hipkiss clarified the following school movements for special education programs:

- Students at Centennial would go to Viscount Montgomery or Highview and then the existing program at Mountain Secondary;
- Students at Gordon Price and Highview would go to special classes offered at Sir Allan MacNab, Hill Park, Sherwood or Westmount Secondary Schools;
- Beverly Central students would go to Spencer Valley and then Ancaster High;
- Queen Mary students would stay for primary and intermediate special class programs and then to Sherwood or Sir Winston Churchill Secondary Schools.

J. Bishop voiced her concern that those with the highest needs who are most vulnerable to change are expected to move and not to be able to stay with their peer group. She noted that she doesn't see an integrated model. E. Hipkiss responded that part of the decision was based on the number of students there are to work with and noted that integration does occur.

D. Bucsis stated that at the April 28th SEAC they were told that from 1998-1999 to 1999-2000 there would be reduction in special classes due to fewer dollars available. He asked for clarification, as his understanding is there is actually more money than ever in Ontario as a whole for special education. He quoted the figure of $32.5 million dollars across the province and up to $1.83 million in Hamilton-Wentworth.

M. Botting explained that next year there are a number of collective agreements to respond to and there is a need to honour the assignment of money by the Ministry. She noted that the ISA dollars were frozen this year which had a negative impact for our Board.

M. Botting responded to a concern stating that both former boards were committed to special programs. What is happening how is that the Ministry is determining how the money is to be spent. There is an envelope for special education stating what should be spent which is much closer to the Ministry model than what it was for both former Boards five years ago.

J. Bishop stated she feels strongly that the Ministry needs to understand we're not prepared to accept these reductions which are based on last year's numbers and not on an increase in special needs students. She also stated there are other areas in the funding model where money can be taken and SEAC needs to send this message to the Board.

E. Hipkiss responded to several concerns:

- three students attending Dundana who are being moved to A.M. Cunningham would have to be moved again in two years' time as the program being considered for Dundana was a primary/junior program;
- there will be an IPRC waiting list of less than 20 students, predominantly at the intermediate level; all others have been placed;
- when moving to the junior level of SLD, the classes are called comprehensive language classes;
- although there could be up to 16 students in a comprehensive language class, there is more latitude to accommodate students this way without being in violation of regulations.

R. Peters asked about the possibility of blind children losing teachers and if there is any more information on how these teachers will be allocated.

N. Harper responded that this is item 6 (c) on the agenda. R. Peters agreed to defer until they reached this item.

A. Kappenheim wanted it noted that the same concerns are shared from the community of gifted children who are upset at the number of moves that are required.

E. Hipkiss responded to a question as to how officials respond to parents when asked about moving from SLD classes to comprehensive language classes, stating that the alternative is a significant waiting list.

B. Shepard noted that the letter further down on the agenda is quite applicable here and she has received another this evening. Both letters refer to the primary/junior speech & language class at Sir

Wilfrid Laurier, which is being divided into two classes in two different locations. This means a single class is now using two teachers. Parents feel this is a well-functioning program and they don't understand why it is being taken apart when there are no savings with respect to teachers.

E. Hipkiss responded that part of the consultation process looked at the reallocation of classes. He noted that several schools in the east end had no special resource programs and the primary/junior component is staying at Sir Wilfrid Laurier meaning they are now able to offer a special class at Sir Isaac Brock, which had no special resource program. He clarified that the consultation was made with the principals at the schools.

J. Bishop stated that student needs are not driving our direction – however, funding is. The Committee must protest loudly to the government and let the Board know we cannot accept these reductions. A strong message needs to be sent to the Board that we must look for funding from other resources, instead of doing the government's dirty work for them.

C. Vidic wondered why SEAC wasn't asked to sit on the committee to work on the consolidation plan. E. Hipkiss responded it was due to time constraints.

G. Moncur noted a caution in taking funds from other envelopes. When curriculum is changing so drastically, it would be devastating to every student if the textbook budget was affected. If we're going to send back a message to the government it has to be about all programming for all students. We have special needs but we also have a crisis in funding and a contract with teachers, which makes it a problem for integration with students.

R. Mulholland pointed out that this Board cannot budget for a deficit. He asked if the mover of any motion that is made regarding this plan could describe areas where money could be taken from. He stated that although he supports the concept of special education, he isn't aware of any other available money. He wanted it noted he would oppose the motion if it didn't specify from where the money was coming.

B. Pupols agreed that there are a lot of issues that the Ministry needs to be aware of; however we can't take away from the regular needs students either.

J. Bishop voiced her concern that it could be problematic to specify an envelope.

D. Bucsis stated that he doesn't have enough knowledge of money available in other envelopes. He just feels SEAC should make a statement that it protests what the Ministry is doing and they ought to look for money elsewhere.

Members agreed that is would be difficult to consider other envelopes as other issues are important too.

> **It was moved by D. Bucsis: Whereas Special Education Advisory Committee opposes the proposed funding for special education staffing for the 1999/2000 school year, we respectfully request that the Board review the reduction to special classes and learning resource teachers and consider funding special education from alternative sources.**
> **CARRIED.**

Members agreed something should be put in writing to the Ministry to request some answers.

It was moved by J. Bishop: That the Special Education Advisory Committee has grave concern that our Board is unable to support our special needs students. We request that our community merits a high weighting factor and we further request that a Ministry official respond to our concerns at a future Special Education Advisory Committee meeting.
CARRIED.

It was moved by R. Peters: That the meeting be extended until 9:45 p.m.
CARRIED.

(a) Early Identification Process

L. Howarth-McCue reviewed the policy, highlighting that this is an informal process to give teachers an understanding of children's development, and that throughout the school year the process includes information sharing with parents.

One of the mandates of the team that put the plan together was to keep the plan as open-ended as possible. This was done with the expectation that there will be feedback from the Ministry with respect to Fraser Mustard's Early Learning Report. Therefore this is an interim process and will be reviewed within the year.

L. Howarth-McCue responded to several questions:

- every new student entering kindergarten will have a school visit;
- Junior Kindergarten classes will be conducted on a half-day every day program in the city and four selected county sites; the remainder of the county will be a full-day, alternate day program;
- Umbrella Board day care centres co-ordinate the transfer of information to kindergarten programs; a committee which includes special services and this committee co-ordinates the transfer of this information.

W. Dowling suggested the following changes to the policy:

- that the phrase "For the purpose of this manual" in the second sentence under Interim Operating Procedures be deleted;
- that the first bullet under 2.1 be removed as it refers to Junior Kindergarten students;
- that the third bullet in section 3.0 read "Grade One teacher" rather than "Kindergarten teacher".

A. Kappheim expressed concern over the needs of advanced learners not being addressed in the policy and hoped this wouldn't limit students to a play-based program. She indicated there are screening tools available and wondered if these had been considered. L. Howarth-McCue responded that an assessment tool has been provided for the teachers so they have an opportunity to individualize each child's program. She noted enrichment programs could also be offered in the classroom.

D. Bucsis referred to the Policy Statement noting it indicated the role of the teacher in regard to early identification but it seemed to stop there. He asked if the responsibility of the principal could also be incorporated into the policy. L. Howarth-McCue responded that it could be put into the design.

G. Moncur commended L. Howarth-McCue on her expertise and thanked her for her hard work and constant support at the school level.

B. Shepard thanked L. Howarth-McCue for her presentation.

L. Howarth-McCue noted the revisions would be made and then brought to the Education Committee meeting on June 2nd.

It was moved by J. Bishop: That the Early Identification Policy be approved as amended.
CARRIED.

(c) Process for ISA

N. Harper stated that presently consultants are in the middle of the internal validation process which includes calling all schools for clarification of ISA claim documentation. Each school must go through a process to give each claim a weighting factor. The deadline for internal validation and database input is Friday, May 28th, 1999 and at this point it is uncertain as to whether this deadline will be met. She noted that the ISA funding has been frozen at the 1998/99 level; however, the Ministry has assured the Board that by the end of the year someone will be sent to look at the ISA claims. N. Harper stated that any claims over $6,000 must be sent separately for pre-approval, which is expected to occur by the end of June.

T. Simms-Obidi asked for last year's validation level. N. Harper responded there were approximately 119 claims with a 97.8% validation approval.

(d) Over 21 Proposal

N. Harper explained that each Board was sent an invitation to respond to the proposed funding pilot project which our Board received Friday, May 7th with a deadline for submission of Friday, May 21st, 1999. She pointed out there is a lot of work to complete in a short timeline and the Board has been granted an extension. Last year of the 90 applications throughout the province which were received, very few were accepted.

6. Special Education Report

(a) Revised SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan

B. Shepard reminded members that the SEAC responses to the Ministry questions didn't go forward because they were not included with the Special Education Plan. She pointed out that the questions were included in the agenda package and required formal approval.

J. Bishop suggested the following amendments:

- the phrase "especially in alternative education programs" in 2 a) be taken out and the sentence "Difficulties also arise in meeting the needs of students whose needs are identified or increase during the school year" be added;

- the sentence "The staffing cuts proposed for the 1999-2000 year will have a severe impact on resources available to students" be added to the end of the third paragraph in 2 b).

It was moved by R. Peters: That the responses to the Ministry's questions be approved with the proposed amendments.
CARRIED.

It was moved by R. Peters: That the meeting be extended to 10:00 p.m.
CARRIED, 1 OPPOSED.

(c) Status of Itinerant Teachers

N. Harper recalled that at the last SEAC meeting there was a presentation regarding the potential reduction to itinerant teachers. Subsequent to that there has been much discussion specifically with respect to teachers of special needs students. She highlighted that for the hearing-impaired the Board will maintain 25% support with two itinerant teachers. There are approximately sixty children being monitored with various levels of hearing loss whose needs have yet to be addressed. There will be six full-time vision resource teachers and each case will be considered inidividually.

9. Updates

(a) Members

J. Bishop noted that reductions to English as a Second Language teachers are also prevalent. She informed members the two budget meetings would be taking place June 1st and June 14th, and if there were any concerns to speak to their trustee.

(b) Committees

- Gifted Review Committee – Update

B. Shepard introduced Libby Jenkins of the Gifted Review Committee.

L. Jenkins highlighted the concerns of the Gifted Review Committee. As a central site for gifted classes is unavailable, students will have to be transported next year to Viscount Montgomery which will be a long commute. She noted that even without a survey of numbers there are more students attending gifted programs in the west end of the city showing enthusiasm for different programs in different areas. There is still no resolution of gifted program delivery for next year in the lower city; however, the issue was referred back to Executive Council at the last Education Committee meeting on May 6th, with direction to bring a report back to the June 2nd Education Committee meeting.

L. Jenkins pointed out the frustration in waiting for students to be identified and that the suggestion to look at an earlier screening could be useful for the whole spectrum of children. She informed SEAC of the next Gifted Review Committee meeting on Monday, June 14th. at which time there may be a recommendation for a screening tool.

B. Shepard noted there would be more information available on this issue at the Gifted Review Committee meeting.

The meeting then adjourned at 10:06 p.m.

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
APRIL 28, 1999

Present:
V. Wylson-Sher, Autism Society Ontario Hamilton-Wentworth Chapter, Vice-Chair of SEAC
J. Bishop, Trustee
R. Mulholland, Trustee and Chair of the Board
S. Andersen, Hamilton and Wentworth Councils of Home and School Associations
D. Bucsis, Learning Disabilities Association of Hamilton-Wentworth
A. Kappheim, Association for Bright Children [alternate representative]
B. Nabuurs, Hamilton-Wentworth Community Care Access Centre
B. Pupols, Down Syndrome Association of Hamilton
C. Shackell, Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
D. Stupple, VOICE – for hearing impaired children
C. Vidic, Children and Adults with Attention Deficit Disorders (ChADD)
C. Vlahovich, The Children's Aid Society of Hamilton-Wentworth

Regrets:
B. Shepard, Association for Bright Children, Chair of SEAC
H. Bushey, CHOICES, Supporting People with Developmental Disabilities
N. Dalziel, Hamilton District Society for Disabled Children
V. Kerr Jaskiewicz, Hamilton and District Easter Seals Parent Delegate Group
K. Jackson, Hamilton and Wentworth Councils of Home and School Associations [alternate representative]
B. Shields, Hamilton Association for Community Living

In attendance:
M. Botting, Superintendent of Instructional Services
K. Bain, Superintendent of Education – County West
E. Bond, Superintendent of Education – Secondary East
A. Cupido, Superintendent of Plant Services
D. Grant, Superintendent of Business and Treasurer
K. Waters, Superintendent of Education - Secondary West
N. Harper, Special Education Co-ordinator

Also in attendance:
W. Dowling, PC-21 Principals' Council
G. Moncur, Hamilton-Wentworth Principals' Association (HWPA)

V. Wylson-Sher announced that B. Shepard requested her to chair this meeting as she would be late due to a previous commitment. She then called the meeting to order at 7:19 p.m.

2. Approval of Agenda

It was moved by J. Bishop: That the agenda be approved.
CARRIED.

3. Approval of the Minutes – March 24, 1999

Referring to the statements she made at the last meeting on the gifted programming at Westmount School [item 6], A. Kappheim recalled she made the following remarks and requested the minutes be amended to reflect these: "*The Westmount program is described as a self-contained program in the Credit Course Curriculum.*"

Regarding the approved motion to establish an ad hoc committee to review the resource support for the gifted program, A. Kappheim did not remember B. Shields as volunteering to be part of this committee. It was agreed that this will be clarified with B. Shields.

D. Stupple said he had asked and received an explanation from K. Waters on why SEAC was not advised about the elimination of the Gifted Learning Resource Teacher at Westmount School. He expressed his disappointment with the minutes not reflecting this discussion.

Emphasizing that it is not possible for the minutes to reflect every detail of the meeting discussion/debate, M. Botting said the members have the option to request that the minutes reflect any statements which they feel to be relevant to the issue being considered.

It was moved by C. Vidic: That the minutes of March 24, 1999 be approved, as amended. CARRIED.

4. Remarks – Chair

V. Wylson-Sher welcomed and introduced Kelsey Crawford, the new Recording Secretary in the Minute Room.

5. "Pathways" Report

In providing a brief overview of the report, M. Botting expressed her appreciation for those involved in refining this document, particularly N. Dalziel, V. Kerr Jaskiewicz and J. Bishop. She then acknowledged the presence of A. Cupido, Superintendent of Plant Services, J. Makrory, Principal of Cardinal Heights School, and D. Morrow, Principal of Huntington Park School.

A. Cupido remarked that his department is committed to meeting the needs of special students. A strategic plan which outlines a sound and logical process is being developed. The appropriate funds are in the budget and it is expected that our board will be in a solid position to provide barrier-free accommodations for our schools. The draft plan will be brought to the Board in May with the final approval anticipated in June.

D. Morrow commented that considerable efforts were expended in revisiting this policy document, confirming further that parents will have a choice as to where their child should attend school and that they will be an integral partner in decision-making relating to accessibility and "Pathways" issues.

Responding to a question. A. Cupido clarified that the review of the two concepts for barrier-free accessibility will be within the scope of the board facilities.

It was moved by J. Bishop: That the Accessibility (Barrier-Free) "Pathways" Policy Report be approved.

The Chair expressed the members' appreciation and thanks for the report and the positive statements from the presenters.

To the motion, **CARRIED, 1 abstention.**

6. Special Education Report

Special Education Plan

In briefly presenting the report, N. Harper voiced her appreciation for the assistance extended by B. Shepard, B. Shields, J. Bishop, G. Poot, Vice-Principal of Ancaster High School, G. Mote, Learning Resource Teacher at Sherwood Heights School, and L. Schwenger, Vice-Principal of Dundas District

School, and all the other individuals involved in the development and completion of the Special Education Plan.

Noting the voluminous document for submission, particularly the items under Appendix VI, J. Bishop wondered if this could be pared down to include only the integral documentation.

N. Harper clarified that the Ministry of Education and Training had communicated clearly its submission requirements for the Special Education Plan, including documentation of the process. With regard to the Special Education Transition Committee Report, she indicated that it was the steering committee which suggested the inclusion of its report.

After some discussion, N. Harper agreed to revisit the items attached to the plan and attempt to remove the areas which are redundant and condense the document as appropriate prior to its presentation to the Board for final approval and subsequent submission to the Ministry.

Revised SEAC Response to Questions in Part 2 of Annual Review of the Special Education Plan and Dissenting Report

V. Wylson-Sher stated that the language tone could have been stronger, particularly the concerns relating to the need for more classes for developmentally delayed students.

J. Bishop offered the following amendments:

Response Clause 2(b)

"Difficulties experienced with financial cuts to transporting (including school to school) and from the inability of the Board to hire sufficient educational assistants have impacted on the quality of programs available to students, including those in self-contained classes."

Response Clause 3(b)

"Early identification processes should be linked to special education services."

W. Dowling suggested the following changes and J. Bishop accepted this as a friendly amendment: *"It is the Board's obligation to ensure that early identification processes be linked to special education."*

The members were advised that the excerpts from the appropriate Board minutes will be inserted under clause 2(c) to substantiate the views expressed in clause 2(b).

After further discussion, the members agreed on the following amendments:

Response 2, clause (b):

(b) ***Some members feel there are not enough special classes for gifted students in the amalgamated Board. The report of the Gifted Review Committee will be submitted for inclusion in this plan when approved by SEAC and the Board.***

This report will address the differences in programming for the gifted students in the two former Boards.

It is the general view that the range of placement options for developmentally delayed students is insufficient. The SEAC has passed a motion asking that the Board commit itself to a review of the programs and range of placement options available to all exceptional students, starting with the developmentally delayed.

Difficulties experienced with financial cuts to transporting (including school to school) and from the inability of the Board to hire sufficient educational assistants have impacted on the quality of programs available to students, including those in self-contained classes.

Response 3 (b):

(a) ***In the Plan there is a section entitled: "Early Identification/Prevention Procedures". Plans to revise procedures have been scheduled for spring 1999. The new Early Identification Plan will include the Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior and Senior Kindergarten.***

It is the Board's obligation to ensure that early identification processes be linked to special education.

In reaction to A. Kappheim's concern that the Special Education Plan has not referred to the gifted programming at Westmount Secondary School, N. Harper emphasized that the Ministry provided very clear guidelines on what to include in the plan. She noted further that although this program is perceived as a special class program, it does not meet the Ministry's criteria relative to submission requirements for the Special Education Plan.

Although he acknowledged A. Kappheim's contention that the Westmount gifted program could be viewed as self-contained/special program, K. Waters noted that this program has been deemed to be not within the Ministry's current directives for special programming, including special education teacher staffing.

A. Kappheim accepted N. Harper's suggestion of providing a notation (marked by an asterisk) on the appropriate page, to read as follows: *"There is a congregated gifted program at one secondary school and the program has existed since 1985."* N. Harper agreed further to include the Westmount gifted program brochure in the plan.

J. Bishop drew attention to the gifted program at Westdale Secondary School and asked if information about this program should be included as well in the Board's submission. She noted further that there may be a distinction between these two programs given that Westdale School offers an enrichment programming for its gifted pupils.

W. Dowling felt it may not be appropriate to start outlining special programs like those at Westmount and Westdale Schools given the number of similar type programs in other schools across the system.

At this point, several members felt that the committee had spent so much time debating programming at only two schools. In looking at our board's range of programs, they believe the focus should be on the overall system.

> It was moved by A. Kappheim: That SEAC approve the inclusion of the gifted programming at Westmount Secondary School in the Special Education Plan – May 1999.

A. Kappheim advised that the Association for Bright Children is developing a minority report for submission to the Ministry. She then requested a recorded vote on her motion.

To the motion, **LOST, 4 IN FAVOUR; 7 OPPOSED**. Those in favour: D. Bucsis, A. Kappheim, D. Stupple and C. Vidic; those opposed: S. Andersen, J. Bishop, B. Nabuurs, B. Pupols, C. Shackell, V. Wylson-Sher and C. Vlahovic.

N. Harper noted that For Appendix IV [Categories of Exceptionality and Definitions] and Appendix VI [Admission and Demission Criteria], a notation will accompany the plan submission indicating that the revised categories will be presented to SEAC in May and then to the Board for final approval and subsequent submission to the Ministry.

To accommodate the inclusion of the Report of the Gifted Review Committee with the board's submission, N. Harper affirmed that it is possible to request an extension of the submission timeline from the Ministry.

D. Stupple requested the minutes reflect his sentiments that, although this document is called *Special Education Plan* and the SEAC members were involved in its preparation, he could not view this as a planning document. He emphasized that SEAC may have several plans for special needs children but does not have an active role in the actual planning for special programs and services. D. Stupple concluded that he could not see this plan for submission as one of SEAC's numerous plans; he felt this is only a document in response to the Ministry's requirements.

It was moved by J. Bishop: That the Special Education Plan – May 1999, including the Revised SEAC Response to Questions in Part 2 of the Annual Review of the Special Education Plan, be approved, as amended, for submission to the Ministry of Education and Training.
CARRIED, 1 OPPOSED.

7. Business Arising from the Minutes

(a) Update re Vocational Education Program

In apprising the members about the Vocational Education program, E. Bond distributed and reviewed an information sheet on *"Vocational/Basic Level Education and Secondary School Reform Update"*. She then introduced and commended R. Macoritti, Secondary School Reform/Vocational Education Special Assignment Teacher, for his work in the area of secondary school reform and vocational education.

E. Bond highlighted that several changes are anticipated in September 1999 for Grade 9 in secondary schools across the province, i.e. a new way of identifying courses, delivering programs and assessing/evaluating student achievement. She then discussed the comparative analysis of the current practice with the Ontario Schools: Intermediate Senior (OS:IS) and the future practice under the Ontario Secondary Schools Grades 9-12 (OSS) and then expounded on the long-term issues which need to be addressed. E. Bond noted that, as an interim plan, school-based curriculum delivery (as established by the Ontario Secondary Schools Grades 9-12 Policy Document) will continue to address student needs for the 1999-2000 school year.

E. Bond concluded the following as significant issues which merit closer consideration:

- ⇨ Process and ways for recognizing student achievement and granting a diploma
- ⇨ Promoting awareness of the forthcoming changes among staff, parents and other stakeholders
- ⇨ Charter of rights and responsibilities of the student
- ⇨ Student identification and the extent of modifying courses, particularly for those students at three or more years below grade level
- ⇨ The impact of the changes to the overall student population and the need for intervention strategies
- ⇨ The Ministry's new funding model and available resources in the schools
- ⇨ Equitable program delivery, particularly in relation to course credits, class sizes and special education programming
- ⇨ Employability skills and hiring trends in the world of work

In reaction to several questions from the members, E. Bond offered the following explanations:

- ⇨ The forthcoming changes could impact on student application for entry into colleges and universities. Local colleges and universities in the area are beginning to look into this issue.
- ⇨ Although the Grade 10 literacy test may be similar to the current testing process, the content will be very different and more rigid in terms of the expected outcomes.
- ⇨ Vocational programming is offered at Parkview, Mountain, Highland and Saltfleet Schools. Although accommodation is currently close to capacity, particularly in the City schools, there is still room to accommodate future enrolment.
- ⇨ As there has not been a distinct plan to promote awareness for vocational programs to parents and students, vocational programs may be offered as an option to those students who are unable to function well in regular school programming. Early identification will be beneficial in developing intervention strategies for these students.

  There are students in the regular school programming who, by their choice, decide to enrol and take courses at vocational schools. The development of a brochure outlining our board's vocational programming may be considered in the near future.

On behalf of the members, V. Wylson-Sher thanked E. Bond and R. Macoritti for their time and efforts.

(b) Agenda Planning

Due to a lack of time, this item was not considered.

(c) Special SEAC Meeting Date – May 12, 1999

Given the need for SEAC input to the final revisions for Identification Criteria and Admission and Demission Criteria prior to these documents presentation and approval at the Board,

It was agreed: That a Special Meeting of the Special Education Advisory Committee be scheduled for Wednesday, May 12, 1999 at 7:15 p.m.

As B. Shepard was unable to come to the meeting, the members agreed to defer consideration of item 6(b)-2, Draft SEAC letter to the Ministry of Education and Training regarding the Committee's concerns with the policies and/or practices for special education, to the May 12th special meeting.

(d) Special Education Budget and Staffing

D. Grant, Superintendent of Finance and Treasurer, advised the members that our board is in the process of gathering the required information for the 1999 budget, putting together the revenue picture and assessing where we are. The grant estimate forms were received from the Ministry of Education and Training at the end of March. Stating that the main consideration at this time is on how best to allocate the available resources for the whole system, he affirmed the key role administration plays in this regard. From the Board's standpoint, focus should be on program delivery, revenues and expenditures.

To provide the members with a better understanding of the Ministry's funding formula, D. Grant explained briefly the expenditures budget and "enveloping" system as established and calculated by the Ministry for school boards. He noted that the special education budget has been protected with the restriction that these funds cannot be moved into other budget categories.

Using an overhead, D. Grant then presented a summary outline of the Funding Changes for 1999-2000 and Budget Challenges and an information sheet on Teacher Staffing Consideration (see attached).

K. Waters, Superintendent of Education - Secondary West, discussed and provided the following information relating to secondary staffing for 1999-2000:

Basic Requirements to Staff Secondary Schools for the Upcoming School Year:

a) In accordance with both legislation and the collective agreement, the average class size for the system at the secondary level must be 22:1.
b) The collective agreement specifies that Learning Resource Teachers are allocated at a ratio of 625:1. Further, there must be at least one Learning Resource Teacher at each school.
c) The collective agreement specifies that the allocation for Guidance Teachers should be at a ratio of 375:1.
d) The collective agreement specifies that there must be 1.0 librarian at each school.
e) The provisions of the Education Funding Model state that funds generated from SEPPA and ISA for teacher costs should be used to provide special education. It is also stated that this staff is not limited to identified exceptional students.
f) The number of staff for secondary schools must not exceed a budgeted number of 1150.0 fte (excluding Section 19 classes and consultants).

K. Waters remarked that there is a substantial commitment on the part of the secondary system to meet the needs of both identified and non-identified students who require additional support and assistance. In summary, the numbers are as follows:

	FTE
Composite School Interventions	34.0
Self-Contained Classes	24.0
Learning Resource Teachers	30.16
Vocational Education Schools	57.5
Vocational Education Programs	6.0
Alternative Education Programs	11.0
SALEP	1.33
Amity Partnership	1.0

The total of 165.0 fte represents, excluding adjustments made within the regular program within the 17 composite schools, 14.05% of the total secondary staff available providing direct service to these students (excluding support provided by guidance and library staff).

The proposed 1999/2000 budget identified a total of 1174 fte for secondary staffing (excluding Section 19 and consultants)

Using an overhead, K Bain, Superintendent of Education - County West, discussed the Elementary Staffing as of April 28, 1999 (see attached).

K. Bain drew attention to the reduction in the number of Learning Resource, Special Class and Itinerant Special Education teachers and the difficulty encountered with the formula for teacher allocation. Although various criteria could have been applied, it was decided to base calculation for Learning Resource Teachers purely on enrolment. K. Bain concluded that "no matter which way we take, we are going to have less of something". Given the fluctuations in the spending of special education dollars to support either Learning Resource or Special Class, our board will end up with either more of one and less of the other.

M. Botting commented that our system is responding to very tough realities. For example, our school system is expecting 100 or more new Junior Kindergarten students and we can anticipate special needs students from this group as well. She added that it is important for the SEAC members to know that we have a working process; however, the presentation is aimed at providing information and that nothing is concrete at this time.

When V. Wylson-Sher noted the time to be 9:15 p.m.,

It was moved by D. Stupple: That SEAC continue to meet until 10:00 p.m.
CARRIED, 1 OPPOSED.

Although she acknowledged the efforts of administration, J. Bishop expressed strong opposition to staffing allocation based solely on enrolment. Perceiving this to be an inequitable process, she believed that other criteria should be considered in meeting student needs.

D. Stupple voiced his frustration with the considerable reduction in the Itinerant Special Education and Special Class teachers. Emphasizing that the SEAC's mandate has changed, D. Stupple reminded the members of the need for SEAC to be involved in addressing key issues relating to special education.

M. Botting assured the members that the schools and other stakeholders share the members' concerns. There is an ongoing collaboration with elementary school principals with respect to looking at available resources and devising effective and efficient strategies in terms of usage.

B. Pupols raised her concerns with the lack of consistency between the Ministry's statements and directives and the actual details outlined in the ISA Funding document.

V. Wylson-Sher thanked Messrs. Bain, Grant and Waters for their time and efforts in providing the budget and staffing information.

SEAC Flyer
V. Wylson-Sher advised that the SEAC flyer was recently approved by the Board and then drew attention to the stack of copies available for the members.

8. Updates
(a) Members
J. Bishop provided a written report regarding Children's Initiatives (see attached).

(b) Committees
No discussion due to a lack of time.

9. Correspondence
(a) Hamilton-Wentworth Community Care Access Centre re Request for Proposals Process for Therapy Services
Due to the lateness of the evening, this item was not considered.

Adjournment
It was moved by B. Pupols: That the meeting be adjourned, this being done at 10:00 p.m.
CARRIED.

rt

Atts.

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone: (905) 527-5092
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Superintendent of Education

Vocational/Basic Level Education and Secondary School Reform Update

Prepared for SEAC

April 28, 1999

In September 1999 there will be several changes in grade 9 in secondary schools across the province. These changes will include a new way of identifying courses, delivering programs, and assessing and evaluating student achievement. From the information we have from the Ministry at this time, these new directions will have a major impact on students working significantly below grade level. Although the intent of these changes is to improve standards and better the quality of education, a certain segment of our student population, those working significantly below expected grade level, have not been targeted with a specific curriculum. While the new Ontario Secondary Schools Grades 9-12 Policy document speaks to modified curriculum expectations, how this will actually work, in practice, is yet to be determined.

Current Practice Under **Ontario Schools : Intermediate Senior (OS:IS)**	Future Practice Under **Ontario Secondary Schools Grades 9 to 12 (OSS)**
In Grades 9-12, courses are offered at three levels of difficulty: Basic, General and Advanced.	In Grades 9 and 10, courses are offered according to approaches to learning: Academic, Applied, and Open. In Grades 11 and 12, courses are offered according to post-secondary destination: university, university/college, college, and workplace.
A credit is granted upon successful completion of the requirements of the course (minimum of 110 hours).	A credit is granted upon successful completion of the requirements of the expectations of the course (minimum of 110 hours) as set out in each of the Ministry Curriculum Policy documents.
Basic Level courses in all grades are designed for exceptional and at-risk students working three or more grade levels below expectations. Substitutions may be made for two compulsory credit courses.	One course in each of English, Math and Science in Grade 9 will be developed for students working within three years of grade level. All other Grade 9 courses may be modified but may not necessarily yield credits. Substitutions may be made for three compulsory credit courses.

The Hamilton-Wentworth District School Board

Funding Changes for 1999-2000 and Budget Challenges

A summary outline of the changes from the 1998-99 Student Focused funding approach is provided below with detailed outlines in the relevant sections of this paper:

Elementary/Secondary:

The grant formulas have been revised for 1999-2000 for a number of special purpose grants to more closely reflect a separate calculation for each of the elementary and secondary panels.

Special education:

Funding for ISA 2 and 3 is maintained at the 1998-99 level. Funding for a special incidence portion (SIP) is introduced to provide for students with extraordinarily high needs. SIP funding will be provided outside of mitigation for negatively mitigated boards.

Because ISA funding is stabilized for one year, the 1999-2000 regulation also increase the SEPPA grant by $15 per pupil. This will assist boards to serve high-needs students who were not claimed as ISA students in 1998-99.

Pupil accommodation grants:

To effect the funding commitments that were announced in November 1998, the regulation provides additional funding for school operations and school renewal to recognize schools with unique features and costs in operating schools at less than full capacity.

Stable funding guarantee:

To provide school boards stability in planning for their school operations, a one-time funding commitment was made to ensure operating revenue to school boards in 1999-2000 is equal to or more than the operating revenues in 1998-99. A new provision to reflect this one-time commitment is contained in the regulation.

Language (ESL):

The 1999-2000 regulation better aligns the ESL funding to pupils in the current school year who have recently entered the country. It includes pupils entering Canada from designated countries during September and October 1999.

An allocation of $18M for the second component of the ESL funding is proportionally distributed to school boards based on Statistics Canada data reflecting the population of school aged children in a particular jurisdiction where the language spoken at home is neither English nor French. This reflects an increase in funding from amounts calculated for this component for 1998-99.

Transportation:

1999-2000 transportation funding provisions in the regulation are based on stable funding at the 1998-99 level, with adjustments for enrolment and transportation costs to and from provincial schools.

Administration for small boards:

The regulation includes changes to improve the minimum funding level for administration for small boards.

Grade 8 summer school remedial:

To support secondary school reform, the 1999-2000 regulation includes funding for summer school remedial courses for Grade 8 students who require a remedial program. Transportation for students on such courses is also provided based on the per pupil transportation allocation for the board. This funding is provided outside of the school board's operating grants, so is not affected by mitigation.

A similar provisions is made to the 1998-99 funding through an amendment to Ont. Reg. 287/98.

The grants for school operations and renewal will be provided for these students under the Pupil Accommodation allocation; mitigation and stable funding provisions will apply to this component.

Phase-in:

The phase-in provision for boards experiencing an increase in operating revenue under the new funding model is adjusted to limit the amount of negative mitigation in 1999-2000 to a maximum of 4% of their 1998-99 operating revenue. This is intended to ensure that all boards will be receiving their full funding entitlement under the Student-Focused funding model by the third year of implementation (in 2000-2001).

En Bloc Transfer

For boards that have agreements for the en bloc transfer of schools effective September 1999, the 1998-99 operating revenue base used for the calculation of the phase-in provisions and the stable funding guarantee will be adjusted to take into account the revenue generated in 1998-99 by the pupils enrolled in the schools being transferred.

Outstanding capital commitments:

Funding for the Ministry's Capital Program lapses at the end of the 1998-99 fiscal year. The 1999-2000 Grant Regulation, however, includes provisions for the payment of grants for approved capital projects that remain to be paid at the end of March 1999. These grants will be paid in the same manner as the Grant for New Pupil Places. Effective September 1999, boards will receive annual payments which would meet the cost of financing the outstanding grant amount over a twenty-five year period.

Teacher compensation:

Special assistance for teacher compensation that was provided in 1998-99 for the phase-in of department heads and preparation time for secondary teachers is sunsetted for 1999-2000.

Kindergarten:

The funding for full-day senior kindergarten that was provided in 1998-99 to allow boards one year to restructure their program is sunsetted for 1999-2000. The calculations for transportation and phase-in have been adjusted to avoid undue impacts on boards affected by the sunsetting of funding for full-day kindergarten.

Assistance for retirement gratuities:

Assistance for retirement gratuities that was provided in 1998-99 as one-time assistance is not provided for in 1999-2000.

The Hamilton-Wentworth District School Board

Teacher Staffing Consideration

1. Average Class Size

Elementary	25:1
Secondary	22:1

2. Average Credit Load:
   Funding model recognizes average credit load in secondary panel from 7.2 credits/student to 7.5 credits/student.

3. Foundation Grant staffing formula:
   Staff per 1,000 students (ADE basis)

	Elementary	**Secondary** *(Assume 7.5 average credit load)*
Classroom	40.00	42.60
Library	1.30	1.10
Guidance	.20	2.60
Preparation	4.00	8.52
	45.50	54.82

4. Collective Agreement impact:
   - actual average cost per teacher
   - staffing formulas

   Example: Secondary Collective Agreement

   Teachers for Classroom and Preparation Time:

Per Collective Agreement (6/8)	1,070.0
Per Foundation grant formula	962.6
Extra required	107.4

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Staffing

as at April 28, 1999

	1998/1999	1999/2000
Learning Resource	177.65	153.7
Special Class	134	120
Itinerant Special Education	10	3 *
Section 19	8	8

* To be reviewed by Executive Council on Friday, April 29, 1999

Ken Bain, Superintendent of Education

KB/ga

[illegible]

Children's Initiatives
April 1999
Judith Bishop

Pre-School Speech and Language Steering Committee
This group with representatives from parents, public health, ASCY, Chedoke Child and Family, speech pathologists, the HWDSB (Myself and Dianne Parr), HWRCDSB, Ministry of Community and Social Services, and Child care providers with approximately $300,00 new provincial money has :

- Started work on a public education campaign about the normal development of speech in young children to be delivered through public health.
- Will have a central waiting list for pre-school speech and language service for all agencies currently providing services (St.Joseph's, Chedoke Child and Family, and Child and Adolescent services) with access to assessment and information, with a central telephone number for the public, to be launched in September 1999.
- Has funded three projects , a summer transition to school project to provide speech and language services to children who are on regional waiting lists to help prepare them for kindergarten (Jenny Darling is one of the main drivers of this project); a project to help speech in deaf children, and a common set of materials to be used region-wide for developmentally delayed children with delayed speech.
  The co-ordinator for this work is **Sue Honeyman**. This initiative is housed at **ASCY** (one of the lead agencies) on Upper James.

Voices for Children
The local chapter of this Ontario organisation, committed to raising awareness of the needs of children (associated with Dr. Paul Steinhauer of the Sparrow Lake Alliance), will be conducting a local pilot for the **Campaign for Kids** starting in the fall. **Campaign for Kids** is an Ontario - wide initiative of about 45 different organisations involved with children, and funded by Foundations and Health Canada. Locally the aim is to undertake a public awareness campaign about the needs of adolescents with pre and post tests to see how effective it was. A target area is being considered, presently either the Heritage Green area of Upper Stoney Creek or the Central Mall area. One of the recommended areas for action in the **Connections for Kids** report. Chair : **Dr. Jean Clinton**

Partners in Nutrition:
The Social Planning and Research Council applied for $60,000 grant from the Canadian Living Foundation to improve co-ordination of food programs for children in this community. A steering committee from community and social agencies has been meeting for nearly a year. A co-ordinator on a short term contract was hired who helped many new groups get started. A survey sent to all known programs shows that 5000 children in 19 different locations are being fed daily during the school week. Partners in Nutrition has been considering the need to feed children during the summer months. The **Hamilton Community Foundation's** Nutrition Program provides funding for the food (**Susan West** 523 5600). **Jackie Gordon** at the Social

Planning and Research Council co-ordinates the Partners in Nutrition Program. An initiative arising from **Connections from Kids.**

Connections For Kids
This loose network of community and agency representatives produced a report in the August of 1998 with 19 recommendations. Several activities and actions have arisen as a result. A delegation went to the Region to ask for the consideration of the development of a **Civic Children's Strategy** . A response to this request is expected on **May 11 at the 1.30 Health and Social Services** committee meeting. There will be a forum at the Hamilton Public Library on **June 1 at 12.30 until 4.p.m** where new initiatives for children will be shared. This is a public meeting. Contact : Judith Bishop.

Pregnant and Parenting Teen network,
The network, comprised of persons from concerned agencies, public health, the two school boards and community representatives was formed in March and works to support the health and well-being of pregnant and parenting teens and their children. Four sub committees have been formed : childcare, education, services, and survey committee. The main network meets again **3 June 1.30 until 3.30** at **St. Martin's Manor.** This project meets the integrated and linked components for these young women that are requirements of the new LEAP program through Ontario Works. This is an initiative arising from **Connections for Kids**.

Family Literacy Network
This network of persons from the two boards of education, the Hamilton Public Library, Mohawk College, McMaster, Public health, Literacy Council and the West End Inter faith Committee, has written a proposal and is looking for funding to hire a co-ordinator, to find funding sources to expand a books for babies program, conduct focus groups and develop materials. The long term goal is an expansion of the literacy supports available to families with young children in this community. Contact: Judith Bishop. This is an initiative arising from **Connections for Kids**.

Hamilton-Wentworth Our Millennium Project , Hamilton Community Foundation and the Volunteer Bureau
This is part of a national Community Foundations of Canada project. Its aim is to see:

- a passionate debate on what is important to our quality of life and a groundswell of giving of all kinds of gifts and projects for the future;
- the development of new and creative connections amongst people across our community;
- a richer community life for our families, friends, neighbours, and future generations;
- a celebration of the past and of hopes for the future.

There is a catalogue of ideas; many focus on children and youth, including suggesting the setting up of endowments for them, the encouragement of their healthy development and well being, and their participation in the community.
Gifts , whether financial, in kind, or of time will be registered locally. It has a local steering committee, chaired by **Vincenza Travale**, and a local co-ordinator **Betty Muggah**. The launch will be in June and the project runs until March 2001. Call 523 8431.

Anger Management Network

This group made up of representatives from treatment, corrections and the police, boards of education, child care, CAS and youth organisations is looking at seeking Trillium Foundation money so as to provide a continuum of services for children and youth. Alternatives for Youth is taking the lead in organizing the meetings. Next meeting is14th May at St.Joseph's East Community Health Centre.